

MANDATED GENERIC COMPETENCIES AND
FLORIDA'S SCHOOL DISTRICT TRAINING
PROGRAMS FOR INSERVICE TEACHERS

BY

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The problem studied was to determine if training in the 23 essential generic competencies which were mandated for initial certification of teachers in Florida's 67 school districts was available for inservice teachers during 1979-80. The study determined if the competencies were included in the training components available to inservice teachers through the master inservice plan, by analyzing both the five identified competency areas identified by the Council on Teacher Education (COTE) and the seven program areas utilized by the Department of Education for annual reporting purposes. The five competency areas identified by COTE included communication skills, basic general knowledge, technical skills, administrative skills, and interpersonal skills. The seven program areas utilized by the Department of Education for reporting purposes included basic

programs, exceptional education, vocational education, adult education, instructional support, general support, and general components.

The study also determined if the 23 essential generic competencies were included in the assessment of needs of inservice teachers and the processes utilized for determining the needs. The processes for determining needs were analyzed in terms of the availability of the needs assessment instruments, whether needs assessments had been conducted in districts, or if conducted if they were obsolete, or whether reference to the needs assessment was only through the annual report written by the inservice self-study committee. The analysis included data concerning whether the type of needs assessment conducted was formal or informal, and whether it was based on only perceived needs or on both perceived and programmatic needs. The analysis included data also relative to the number of school districts which included the 23 essential generic competencies in the assessment of needs for inservice teachers in Florida's 67 school districts.

The study determined the number and type of alternative modes or strategies that were available in Florida's 67 school districts for delivering training to inservice teachers. Frequency, rank, mean, median, and modes were included in the analysis of data pertinent to the 43 strategies that were identified in the master inservice plans.

The data indicated that in the areas of the competencies as identified by COTE, that the communication skills, the basic general knowledge, and the interpersonal skills areas received much less visibility in the training components than did the administrative skills and the technical skills areas. The technical skills area received much more emphasis in providing training than did all of the other competency

areas. The basic program area components reflected a much higher incidence of competencies than those of each of the other six program areas. Adult education and general support areas both received very little attention. This could have been because the program areas were much smaller than the basic, vocational, or exceptional education areas, or it could have been because of the low priority placement of the two areas for training by school districts.

Indication was that the needs assessment process was being conducted in most Florida school districts. The data relative to needs being assessed based only on perceived needs, or based on both perceived and programmatic needs, indicated to the researcher that at least two-thirds of the school districts with available data were assessing in both the areas of perceived and programmatic needs.

The data pertinent to the alternative modes or strategies for delivering training to inservice teachers indicated to the researcher that Florida's 67 school districts were utilizing many creative methods for delivering training to inservice teachers. There were 7 strategies that were more common among all districts, but 43 different modes or strategies reflected a great deal of creativity on the part of staff development or teacher center directors in Florida.

CHAPTER I INTRODUCTION

Increased emphasis on generic teaching skills and mandates regarding demonstration of specific competencies prior to entry into the teaching profession caused major changes to occur in teacher education in Florida during the late 1960s and throughout the 1970s. Certification regulations which addressed certifying teachers new to the teaching profession upon successful completion of a comprehensive competency examination were also implication for changes in teacher education (Florida Department of Education, 1979). These, along with the required development of a master plan for inservice education and the implementation of the teacher center concept, gave a greater impetus for professional development of teachers at both the preservice and inservice level (Florida Department of Education, 1977).

Florida was not totally unique in the areas of personnel development as professional growth and development have consistently been a part of the experience of teachers. The need for continued professional development, however, has increased.

Never has it been so necessary for teachers to increase their knowledge and to master new techniques in presenting that knowledge in the classroom and never have they needed greater insight and understanding of the behavior of children and how they learn. Teachers are well aware that meeting today's challenge requires continuous study and planning. (Dillon, 1976, p. 167)

According to the Rand study, 1975, one of the major reasons underlying the interest in professional development had to do with the decline in student enrollments and resources.

More and more districts are faced with the reality of fewer students, a decreased budget, and consequently, a stable and possibly stale staff. Districts have fewer opportunities to "hire" enthusiasm and new ideas, but instead must consider the professional development needs of the staff they already have. (McLaughlin & Marsh, 1978, p. 70)

In 1973, several mandates affecting teacher education were passed by the Florida legislature. One mandate, the Teacher Education Center Act, required that the program of a teacher education center

(a) assess inservice training needs as perceived by classroom teachers, school district personnel, university personnel, and other concerned agencies (b) develop programs based on those identified inservice needs (c) provide human and material resources for inservice training by whichever agents are best prepared to deliver them (d) assess needs and provide the resources and experiences for clinical and preservice teacher training, thus relating theoretical and practical study (e) facilitate the entry or reentry of educational personnel into the teaching profession (f) facilitate training processes which are based on assessment of needs, the development of experiences to meet those needs, and evaluation of the extent to which the needs were met (g) facilitate internal and external evaluation which would include, but not be limited to, data gathering, process evaluation, product evaluation, and validation of teaching competency. (Florida Statutes, 1974, Section 231.603, p. 219)

Another enactment by the 1973 legislature created an advisory group identified as the Florida Council on Teacher Education (COTE). The major duties of this advisory group were broad.

(a) Make recommendations for desirable standards relating to programs and policies for the development, certification, improvement, and maintenance of competencies of education personnel (b) aid in planning and conducting an annual review of manpower studies regarding teaching personnel and report findings to the Commissioner of Education (c) make recommendations for

objective, independently verifiable standards of measurement and evaluation of teaching competence (d) make recommendations to the Commissioner of Education for alternative ways to demonstrate qualifications for certification which insure fairness and flexibility while protecting against incompetence. (Florida Statutes, 1973, Section 231.10, p. 1033)

Wilson (Note 1) indicated that during 1975, Florida's Commissioner of Education requested that COTE organize and conduct a statewide needs assessment to identify competencies that were essential for all classroom teachers. The Council was to conduct the study in a manner that would make the selected competencies acceptable to the teaching profession. Upon completion of the study, 23 essential generic competencies were identified which the Council determined represented the skills and knowledge needed for teaching regardless of the subject to be taught or the grade level at which the instruction would take place. In 1978, the 23 essential generic competencies identified by COTE were placed into State Board of Education Administrative Rules, Section 62-5.62. These were:

Communication Skills

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner
2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure
3. Demonstrate the ability to comprehend and interpret a message after listening
4. Demonstrate the ability to read, comprehend, and interpret professional material

Basic General Knowledge

5. Demonstrate the ability to add, subtract, and multiply, and divide
6. Demonstrate an awareness of patterns of physical and social development in students

Technical Skills

7. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records
8. Identify long-range goals for a given subject area
9. Construct and sequence related short-range objectives for a given subject area
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices
13. Present directions for carrying out an instructional activity
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Administrative Skills

15. Establish a set of classroom routines and procedures for utilization of materials and physical movement
16. Formulate a standard for student behavior in the classroom
17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it
18. Identify and/or develop a system for keeping records of class and individual student progress

Interpersonal Skills

19. Counsel with students both individually and collectively concerning their academic needs
20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.
(Pp. 115-116)

The increased emphasis on generic teaching skills, the mandates regarding demonstration of specific competencies, and the requirement

of successful completion of a comprehensive competency examination prior to receiving regular certification caused major changes in teacher education in Florida. According to Carey (Note 2) four checkpoints could be used for teachers to demonstrate competency.

- (a) Admission to undergraduate teacher education programs
- (b) admission to internship or student teaching programs
- (c) graduation and certification as a teacher in Florida's public schools
- (d) continuing contract (local-level) certification based upon satisfactory job performance. (P. 2)

All of the mandates enacted during the 1970s in Florida relative to both competency acquisition and certification referred to the teacher who was new to the teaching profession and did not address the teacher who held a current, valid, regular Florida teaching certificate in 1979. Since practicing "inservice" teachers may not have received training in the generic teaching competencies during their preservice programs, their needs relative to the 23 essential generic competencies may not have been addressed. Therefore, this study addressed the availability of training and the delivery systems for accomplishing that training in the 23 essential generic competencies through the master inservice plan.

The Florida legislature and the State Board of Education have consistently reflected concern and interest in the broad area of teacher education through the enactment of statutory mandates and state board administrative rules during the decade of the 1970s. In analyzing the major impetus of these acts, the following occurred:

1. The inclusion of competencies in the content of preservice education programs prior to program approval for the college or university.

2. The high priority placement of staff development for the state with the implementation of the educational improvement program.

3. The development of master inservice plans by school districts for the training of all educational personnel.

4. State funding of inservice or personnel development training for all educational personnel employed in Florida's school districts with training provided through a state approved master inservice plan, and teacher education center.

5. The creation of advisory committees whose major duties dealt with the various facets of teacher education.

6. The establishment of teacher education centers in each of Florida's 67 school districts with at least \$3 of the \$5 funded for inservice to be expended through the teacher center.

7. The identification and adoption of 23 essential generic competencies that were to be mastered by professionals entering the educational field.

8. Major changes in certification or licensure laws that affected particularly initial applicants desiring regular certification as a teacher in Florida.

9. The demonstration of the 23 essential generic competencies through testing procedures prior to receiving regular certification.

10. The implementation of a year-long internship or beginning teacher program.

The study herein was conducted as a result of prior mentioned interest, concern, and findings. A review of the literature pointed out the extensive amount of emphasis on professional development of teachers through inservice training, the extensive amount of emphasis

placed on competency or performance based education for teachers, and the required demonstration of competencies by teachers for licensure or certification. Florida's mandates relative to both competency acquisition and certification referred to the teacher who was new to the teaching profession, and thus directly affected the preservice area. The study herein presented was concerned with the teacher at the inservice level rather than at the preservice level. The study focused on the assessment of the inservice teacher's needs relative to the 23 essential generic competencies. The study also focused on the availability of training in the 23 essential generic competencies for inservice teachers through the master inservice plan, and the types of strategies that were available for delivery of the training.

Statement of the Problem

The focus of this descriptive study was to determine if the inservice teacher's needs relative to the 23 essential generic competencies were included in the master inservice plans prepared by the several school districts in Florida. Specifically, the problem was to ascertain the status of each Florida school district relative to (a) methods of needs assessment, (b) strategies used for delivering inservice training, and (c) the program content in master inservice plans in relation to the 23 essential generic competencies.

Delimitations

1. Since Florida's 23 essential generic competencies, needs assessment methods, and master inservice plans were being addressed, staff development personnel in Florida's 67 school districts were

surveyed in the study. Random sampling of districts was not deemed appropriate.

2. The findings reported in the study were based on data available in the inservice master plans and needs assessment instruments in Florida's 67 school districts and data available from the Department of Education.

3. The study included only the 1979-80 school year.

Justification for the Study

Zenke (1976) referred to the major thrust to upgrade teacher education that began in Florida in the late 1960s and continued through the 1970s. He indicated that the Governor's Citizens' Committee on Education appointed in 1971 worked over 100,000 hours in researching, deliberating, and writing a report that contained over 104 recommendations. He stated that these recommendations had a major impact on legislation affecting education in Florida and particularly teacher education (p. 177).

Wilson (Note 1) cited the Ad Hoc Task Force appointed by the Commissioner of Education who raised the following issues:

The issuance of certificates on preparation only without determination of competency; extension of certificates on the basis of six hours, not necessarily related to the teaching field; approval of inservice master plans at the state level with no real way to determine improvement in the competency of participants; the role and inter-relationship between the various state councils such as COTE, Professional Practices Council and the Council on Teacher Education Centers; the potential impact of the Administrative Procedures Act on certification; the need for research and development as it related to teacher training and credentialing; the need for a detail review of all certification policy; a concern for school district plans for evaluation of personnel; dissatisfaction within teacher ranks on decision making processes; consideration of the home rule syndrome; and reactive legislation on accountability and assessment. (P. 4)

Wilson (Note 1) indicated that the Ad Hoc Task Force, as a result of the concerns, made recommendations to the Commissioner of Education that a study be conducted to develop ways and means of improving teacher effectiveness and that the study result in recommendations which sought to reduce dissatisfaction with both product and process of preservice and inservice teacher education, certification, evaluation, dismissal, and decertification, and that a review of statutory councils be included in the study.

Maintaining adequate schools and quality personnel to staff the schools is an important responsibility that the legislature in Florida attempted to address. Much of the emphasis in teacher education, however, had been with the initial preparation of teachers. This was particularly true with the 23 essential generic competencies and their inclusion in preservice programs, competency testing for initial certification or licensure, and participation in the year-long internship program prior to receiving regular certification.

DeVault, Anderson, and Dickson (1973) inferred that not even the most naive person would accept the notion that once a person had completed a program of teacher preparation he or she would be sufficiently equipped for the duration of a career. Everyone, according to these authors, must improve skills because declining enrollments and reduced resources demanded the ultimate in effectiveness and efficiency. They felt that renewal and reeducation were necessary so that staff members could meet new challenges and keep up with new developments.

The degree of competency needed to be an effective educator is never sufficient, and therefore one must make a continuing effort to develop and refine his or her insights and skills. The Teacher

Education Center Act of 1973 as cited in the Florida Statutes, Sections 231.600-231.610, illustrated this.

The education of teachers is inherently a career-long process. The most important influence the school can contribute to the learning of any student is the attitudes, skills, knowledge, and understanding of the teacher. (P. 1043)

Although there were several councils or committees whose primary purpose was to study different areas of teacher education, most of the studies dealt with the preservice area and with teachers seeking initial certification. Research or studies relative to the teacher who was already employed in the school systems of Florida was very limited or non-existent. A high percentage of the teachers who were teaching in the schools in Florida in 1979 received their preservice training outside of the state of Florida. Therefore, the requirement that they receive training in the 23 essential generic competencies during their preservice training was not pertinent for them. Other teachers employed in the schools in Florida in 1979 may not have received training in the 23 essential generic competencies even though they had received their preservice training in Florida. This would be particularly true if they graduated from college prior to 1970.

The study focused on the competencies and provision for training in the competencies for the inservice teacher. Data from the study broadened the knowledge base and provided management information for educational decision makers concerned with the professional development of Florida's teachers. Documentation concerning the state of the art of Florida's 23 essential generic competencies and strategies for delivering training in the competencies were also provided.

Assumptions

The study included the following assumptions:

1. The master inservice plan reflected what activities were actually implemented in a school district.
2. The master inservice plan accurately reflected the content of the components as carried out.
3. The assessment actually reflected existing needs in the school district.
4. The master inservice plan accurately reflected all identified strategies for delivering inservice training.
5. The strategies for delivering inservice training as reflected in the master inservice plan were actually utilized in a school district.

Definition of Terms

Florida's essential generic competencies. The 23 essential competencies that have been adopted by the Florida State Board of Education as constituting the skills and knowledge needed by instructional personnel to perform their assigned tasks with maximum effectiveness

Inservice components. A written management plan that includes specific training activities or strategies for professional development of educational personnel

Inservice self-study committee. An advisory group, representative of all groups of educational personnel within a school district, who assist in decision making regarding inservice activities to be provided within a school district

Master inservice plan (MIP). A written plan for educational training including activities for all practicing educational personnel within a school district in Florida

Staff development director. The central office staff person who is responsible for the management and administration of the inservice/ staff development program in a school district

Inservice program. A program of systematic activities designed to increase the competencies needed by educational personnel to perform their assigned tasks with maximum effectiveness

Teacher education center. A coordinating agency within local school district administrative units which plans, delivers, and evaluates teacher education and staff development programs for participating school districts. This can be either a single or multi district unit composition.

Teacher education center council. An advisory group appointed by the school board which is composed of a majority of classroom teachers, but has representation from all other groups of educational personnel including representation from the collaborating university(s).

Inservice teacher. A person who has secured a valid Florida teaching certificate and is already employed as a teacher in one of Florida's 67 school districts.

Procedures

The objectives of the study required that data be collected from three sources: Florida's staff development directors, Florida's teacher education center directors, and Florida's Department of Education.

The procedure for data collection included securing needs assessment instruments and master inservice plans from Florida's 67 school

districts which had been utilized during the 1979-80 school year. In order to accomplish the data collection and to ensure that the data collected did not duplicate already existing information, the researcher first secured available data from the school districts from either the staff development director or teacher education center director. If data were not available from this source, the researcher secured the data from the staff development section of the Department of Education.

The objectives of the study required that three types of data be collected: data from the needs assessment instruments utilized by school districts which indicated whether the 23 essential generic competencies were being assessed for inservice teachers in 1979-80, data from the master inservice plans which indicated if training in the 23 essential generic competencies was included in the specific objectives of the training components for inservice teachers in 1979-80, and data from the master inservice plans which indicated the modes or strategies used by each of Florida's 67 school districts for delivering training activities for inservice teachers in 1979-80.

The researcher examined data from each of the areas being studied relative to the 23 essential generic competencies. The assessment of inservice teachers' needs was accomplished by the researcher through the analysis of the needs assessment instruments from each of Florida's 67 school districts. When needs assessment instruments were not available from districts, the annual report submitted to the Department of Education as part of the master inservice plan was used to secure the needed data. Annual reports were prepared each year by the inservice self-study committee in each school district as an integral part of the master inservice planning process. The report included an overview

of the total needs assessment, training processes, and training priorities for the district.

The researcher secured data relative to the availability of training activities for inservice teachers in the 23 essential generic competencies through analysis of the specific objectives of each training component included in the master inservice plan for 1979-80 from each of Florida's 67 school districts. The data relative to the training components indicated the total number of training components available in the district, the visibility of the 23 essential generic competencies in the training components, and the program areas in which the particular training was available. The program areas included were basic programs, exceptional education, vocational education, adult education, instructional support, general support, and general components. The program areas displayed in the matrix included the same program areas as those used by the Department of Education in their reporting system for master inservice programs.

Data were analyzed by the researcher from the 1979-80 master inservice plans for Florida's 67 school districts which indicated the different modes or strategies utilized by districts for the delivery of training activities to inservice teachers. The information secured by the researcher for this area included a search of the annual report prepared each year by the inservice self-study committee in each school district and a search of the training components. The training components were the most common source for the data.

To insure clarity in data retrieval, the researcher presented the 23 essential generic competencies in five categories. The categories were the same classifications used by COTE when they originally

developed the competencies in 1975. The categories included communication skills (nos. 1-4), basic general knowledge (nos. 5-6), technical skills (nos. 7-14), administrative skills (nos. 15-18), and interpersonal skills (nos. 19-23).

CHAPTER II REVIEW OF RELATED LITERATURE

The review of the literature pertinent to the study is presented in two separate areas: inservice training for educational personnel, and the competency movement and licensuring for educational personnel.

Inservice Training for Educational Personnel

Inservice or staff development is a contradictory element of the educational enterprise and has been defined in several ways in the literature. Inservice was described by some in the literature in fairly narrow and prescribed ways. According to Howey (Note 3) if the spectrum of activity that people perceived as inservice was considered it was clear, especially for those concerned about how to organize, that it was a complex multi-dimensional enterprise.

Mangieri (1976) discussed inservice as those retraining programs which have been identified as staff development, continuing education, professional development, and inservice. Howey (1978) agreed that inservice teacher education was defined in a variety of ways and used synonymously with such terms as staff development, continuing education, personnel development, and continuing professional development.

It is generally agreed that regardless of preference in terminology, this activity occurs (a) after the teacher has received his or her initial teaching certificate and (b) has begun employment. (P. 23)

Otto and Sanders (1964) and Adams (1975) focused on the continuous nature of staff development during the period of employment, and Haas (1957) defined inservice education of teachers as all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job. McLaughlin and Marsh (1978) viewed staff development as a change agent.

Dillon (1976) indicated that inservice education had been an integral part of the teacher education process ever since the time when new teachers entered the profession clutching their normal training certification. She concluded the following:

For years, teachers were better educated than the general populace, and an occasional teacher's institute or convention sufficed to keep them informed about developments in their field. The school curricula (and the world) changed very little, and once teachers had demonstrated reasonable effectiveness, they were granted permanent teaching certificates, licensing them to teach indefinitely without further training. (P. 165)

Kenamer (1976) indicated that it was extremely difficult to find professional literature that gave an analysis of what was meant by inservice education. He found in his historical review of inservice:

In the 1800's, inservice education was based in the school system. Then we saw the growth of normal schools, the growth of the summer school, the invention of the workshop, and now today, of course, a renewed interest in inservice. I am tempted to think that we are merely seeing a pendulum swinging back to the way inservice really began, with the emphasis on the local school. (P. 21)

Inservice training was recognized as a supervisory function early in the twentieth century as reported by Harrison (Note 4).

Teachers were expected to be present prior to the opening of each school year. This time served as an orientation period for new teachers and training for returning staff. From this meager beginning inservice education has evolved into an integral and on-going

phase of the professional growth of members of most educational institutions. Elaborate programs of inservice education have been developed. It has become an important budget item and occupies a significant amount of supervisory and staff time. (P. 23)

Many of the authors elaborated on the purposes or goals of inservice education rather than definition. According to Andrews (1976) the purpose of inservice education was to improve learning opportunities for children. Edelfelt (1976) agreed with the purpose, but elaborated further, stating that inservice education was designed for school improvement.

It should emphasize curriculum development and instructional improvement as the substance of inservice education and show how actual practice and program interface with professional development. (P. 23)

Miller (1977) indicated that training was designed to promote conventional, conforming behavior and to help the trainee to face situations exactly like those for which the training had been designed. "The aim is to prepare the trainee to respond in a set and predetermined way. Training seeks to make participants the same" (p. 31).

Various groups and individuals have attempted to design approaches to inservice education which were more consonant with the purposes of staff renewal, that is, to help teachers and administrators articulate goals, uncover real problems to solve, find resources in their own ranks, learn new interactions among one another and with children, and to grow in the ability to be self-sustaining and less dependent on outside help for growth (Bunker, 1977). Moffitt (1963) and Rubin (1978) concurred that the most important purpose for inservice was to enable personnel to adapt to change.

The professional literature is replete with articles and ideas about inservice education. State Statutes and State Board of Education Administrative Rules in Florida contained many mandates that indicated the emphasis and high priority of placement of inservice training for personnel within the educational system. Florida Statutes, Section 236.07 (1969) was indicative of this with the high priority given to the area of staff development or inservice training when educational improvement programs were implemented.

Each school board shall in determining the needs and developing the plan for educational improvement, give the highest priority of need to the area of staff development, and the department of education shall not approve any plan failing to meet this requirement. (P. 1164)

Further indication of the interest of the legislature was shown in 1975 with the enactment of State Board of Education Administrative Rules, Section 6A-5.71.

Pursuant to Sections 230.23 (4) (1) and 236.0811, Florida Statutes, each district school board shall develop and maintain an inservice education and training program, for all employees, appropriate to meet the needs of the students of the district. The inservice education program shall be planned, developed, and administered consistent with law and rules of the State Board. The program shall be described in the district's master plan for inservice education which is updated annually. (P. 117)

Florida Statutes, Section 236.0811 (1974) included funding for inservice training which gave further credence to the importance placed by the legislature on this area of the educational process.

Each school board shall develop and maintain an educational training program. Funds appropriated to school districts for the purposes of this section shall be used exclusively for educational training programs meeting criteria established by the Department of Education. When a district has an approved teacher education

center, the inservice programs shall be conducted in accordance with the provisions of the Teacher Education Center Act of 1973 (ss. 231.600-231.610), as amended. (P. 247)

The literature contained a multitude of approaches or strategies which were recommended for delivering inservice training. Joyce (Note 5), Andrews (1976), Edelfelt (1978a), and others indicated that inservice could embrace activities engaged in alone or in groups of varying size and role compositions; it could range from informal on-the-job observations to prescribed workshops or courses after hours; it could focus on the resolution of a specific teaching problem or emanate from a desire for greater understanding of one's self, apart from any specific role or context.

Wiles (1955) suggested the following strategies that could be used in conducting inservice or staff development activities.

Inservice activities may take the form of study committees, participation in the evaluation of school programs, forums in which teachers, parents and pupils exchange ideas, workshops, or study of learning problems based on direct classroom experiences and on inter-school studies of curriculum development and program. (P. 263)

Miller (1977) stated that before any strategy or activity for inservice could be successful there were certain guidelines that needed to be considered.

1. Cooperatively planned (involving those who are to be affected by the experience)
2. Based on carefully and cooperatively conducted needs assessment
3. Focused on high intensity needs that are as central as possible (real versus peripheral instructional improvement needs of the the group)
4. Continuous (or at least having continuity) as opposed to "one shot" efforts

5. Activity oriented and/or provide hands-on experience
6. Sensitive to, and provide for individual needs and differences, where possible
7. Evaluated on the basis of the changes engendered in the individual's work situation. (P. 32)

Several authors, including Edelfelt (1978b), Rubin (1978) and Joyce (Note 5) identified reasons why teachers pursued inservice education. Howey (1978), however, identified a typology of inservice which summarized why teachers pursued inservice. There were six basic departure points subscribed by him.

1. As induction activities to allow for movement from generalized preservice education to the assumption of a specific role-transitional
2. As a response to typically reoccurring needs and problems in one's situation-job specific
3. As a response to more dramatic changes in society, and in turn schools, which mandate role reorientation or redefinition-system related
4. As a matter of staying current professionally without regard to immediate transfer or application to one's specific situation-general professional development
5. As a means of changing role or responsibilities-career progression
6. As a process of understanding and enhancing the person in a professional role-personal development. (P. 23)

There were many indications in the literature that renewal and reeducation through inservice were necessary to enable staff members to meet new challenges and keep up with new developments. Olivero (1976) perhaps summed it up best when he intimated that obligations to help meet the challenges of future shock require us to add regularly to our knowledge bank.

Competencies and Licensuring

Kay (1975) stated that there have been as many conceptions of what teaching competencies were as there were people who attempted to define the term.

Definitions of teaching competencies have ranged from highly specific behavioral objectives delineating all the knowledge, skills, and attitudes deemed necessary for effective teaching to more generally stated goals reflecting various functions that teachers should be able to perform. (P. 4)

The competency movement is not new. Its roots were evident in ancient history. Neill (1973) stated the following:

About 2,000 years ago, attempts were made to cultivate competency in oratory. In primitive societies, the training of youth was clearly directed toward making them competent in survival skills. Medicine, dentistry, nursing, law, engineering and education all have aimed at making practitioners proficient in their professions. In various fields, tests have been used for entrance, passage from one level to another and certification of competency or proficiency prior to graduation. (P. 7)

In an attempt to improve education and assist teachers to meet society's rapidly changing needs, educators have engaged in a continual search for alternative means to improve teacher competencies. This search produced the concept of Performance Based Teacher Education which was known as PBTE and Competency Based Teacher Education or CBTE as alternative ways to train and provide licensuring for teachers according to Joyce, Saltis, and Weil (1974).

DeVault, Anderson, and Dickson (1973) indicated that reform movements in American public education took one of two approaches. Some reform movements were comprehensive in their analyses and in their proposals for change. Others focused on a single aspect of education--the curriculum, the organization of the school, the composition of the school population--as the key to change. According to Hertzberg (1976), competency based teacher education was a reform movement that attempted to transform education by transforming one of its components--the teacher. She stated that "the CBTE proponents believe that a radical

change in teacher education and certification will radically change the teacher, making him both more effective and accountable" (p. 3). She further stated that,

when pupil outcomes are not used as a basis for determining competencies, concentration is on the teacher: conceptualization of the professional role of the teacher; analyses of what teachers actually do or should do under conditions of practice; desirable teacher traits, attitudes or characteristics; or a combination of all three. (P. 4)

Hall and Jones (1976) noted that while the historical roots of the competency movement were much older, the movement had generally been traced to World War II when psychologists in the armed services developed performance based programs and instructional materials designed to teach servicemen to perform tasks adequately. They indicated that "if the student fails to learn you have failed to teach it" summarized the viewpoint during that period. Thus a technology was created for performance based training which was transferred to education as well as a stance concerning teacher capacity and accountability.

Califano (1978) surmised that educational accountability was one factor that gave the competency movement impetus during the 1960s.

Accountability has been attempted--or at least talked about--in education since the 1960s. By late 1972, 23 states had passed legislation or joint resolutions featuring some aspect of accountability. The mandates, although diverse, required setting goals for education and for making someone accountable for reach those goals. The competency movement used some of the same language. (P. 8)

Kaufman (1972) indicated that educational accountability was responsible for the teacher competency movement in Florida during the 1960s and the 1970s. Legislation that included aspects of the competency movement emerged in both the areas of teacher education and

licensing of teachers in Florida during the 1970s. Two state board of education rules that were implemented in Florida in 1975 dealt with competencies in teacher education programs. State Board of Education Administrative Rule, Section 6A-5.52, directed attention to the approval of teacher education programs by stating that the purpose of approving programs of teacher education was "to encourage flexibility in the design of teacher education programs for developing appropriate competencies for certification" (p. 117). State Board of Education Administrative Rule, Section 6A-5.64, contained basically the same intent, but related specifically to the evaluation of teacher education programs.

Each program shall include evaluation procedures for determining the extent to which candidates have mastered the required competencies at a specified minimum level. No candidate shall be designated as having completed a program until he has satisfactorily demonstrated all required competencies at the specified minimum performance level, (P. 116a)

The emphasis placed on the competence of future teachers in Florida was further indicated by the inclusion of the 23 essential generic competencies in 1978 as part of the section on the administration and organization of preservice teacher education programs in state board rule. State Board of Education Administrative Rule, Section 6A-5.62, stated that "curricular offerings, or evidence of student competency, shall be provided for the following minimum essential competencies" (p. 115). The 23 essential generic competencies were classified by COTE into five categories which included communication skills (nos. 1-4), basic general knowledge (nos. 5-6), technical skills (nos. 7-14), administrative skills (nos. 15-18), and interpersonal skills (nos. 19-23).

In 1979, 7 of the original 23 competencies were legislated into statute.

Beginning July 1, 1980, each certificate issued shall be valid for a period not to exceed 5 years, and each applicant for initial certification shall demonstrate, on a comprehensive written examination and through such other procedures as may be specified by the state board, mastery of those essential generic and specialization competencies and other criteria as shall be adopted into rules by the state board, including, but not limited to, the following: 1. The ability to write in a logical and understandable style with appropriate grammar and sentence structure; 2. The ability to comprehend and interpret a message after listening; 3. The ability to read, comprehend, and interpret orally and in writing, professional and other written materials; 4. The ability to comprehend and work with fundamental mathematical concepts; and 5. The ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas. (Florida Statutes, Section 231.17, p. 1137)

The Florida statutes included only the first six competencies and number 19 from the original group that had been placed into state board rules. The categorical areas of the competencies placed into state board rules included all of the competencies from the communication skills and the basic general knowledge areas and only one from the interpersonal skills area. None of the competencies from the technical or administrative skills areas were placed into state statute.

The passage of Florida Statutes, Section 231.17 (1979), applied to the areas of teacher competency, teacher education, and the licensing of teachers.

Beginning July 1, 1981, no individual shall be issued a regular certificate until he has completed 3 school years of satisfactory teaching pursuant to law and such other criteria as the state board shall require by rule, or a year-long internship approved by the state board. (P. 1137)

Many educators have not agreed with teacher competencies or the competency based education movement. Elfenbein (1972) and DeVault,

Anderson, and Dickson (1973) considered competency based education to be hostile to educational theory, to the philosophy of education, to history, and to other than didactic education. They did not agree with CBTE's conception of teaching as a series of discrete acts. They indicated that the process of education was far too complex to be dealt with on the basis of CBTE. They concurred in their belief that teachers must be prepared for complexity and ambiguity, and they indicated that CBTE left little room for that view of education.

CHAPTER III PRESENTATION OF DATA

The primary purpose, herein, was to present the data that the researcher secured concerning the extent to which training was available to inservice teachers in the 23 essential generic competencies, the extent to which the 23 essential generic competencies were included in the assessment of inservice teachers needs, and the alternative modes or strategies that were available for delivering training activities to inservice teachers in Florida's 67 school districts for the 1979-80 school year.

So that the reader may have a basis for understanding the data presentation, the data were shown in four different sections. The sections included pertinent demographic data relative to the school districts and descriptive information regarding the method of data presentation, the needs assessment data presentation, the training component data presentation, and the modes or strategies for delivering training activities to inservice teachers presentation.

Tables were included within each of the sections for clarity of presentation. Individual school district data relative to the inclusion of the 23 essential generic competencies in the training components were included in the appendix.

The selected demographic data of the school districts included the size of the counties based on the student population range within school districts. School districts were classified in clusters based

on the student population. Counties with a student population of 900-3,700 were classified as Cluster A, school districts with a student population of 3,701-8,500 were classified as Cluster B, school districts with a student population of 8,501-25,000 were classified as Cluster C, and school districts with a student population of 25,001-236,000 were classified as Cluster D. There were 19 schools in Cluster A, 18 schools in Cluster B, 16 schools in Cluster C, and 14 schools in Cluster D.

Data pertinent to the student population were obtained from Department of Education documents. Cluster identification were determined by the researcher in an effort to evenly divide the counties by student population. The counties were grouped by size in an effort to ascertain whether there were any observable trends relative to the inclusion of the 23 essential generic competencies in the data secured by the researcher based on county size or student population.

Demographic data for cluster identification were presented in Table 1. Data pertaining to the inclusion of the 23 essential generic competencies in the specific objectives of the training components available to inservice teachers in Florida's 67 school districts during the 1979-80 school year were presented in Tables 2 through 14.

Data relative to the training components were displayed in two ways. Tables 2 through 5 presented data regarding the visibility of the 23 essential generic competencies in training components based on the categories assigned to the competencies by COTE at the time the competencies were developed. The five categories were communication skills (nos. 1-4), basic general knowledge (nos. 5-6), technical skills

TABLE I
CLUSTER ASSIGNMENTS
FLORIDA'S SCHOOL DISTRICTS

CLUSTER IDENTIFICATION	STUDENT POPULATION RANGE	SCHOOL DISTRICTS ASSIGNED TO CLUSTER
A	900-3,700	Baker, Calhoun, DeSoto, Dixie, Flagler, Franklin, Gilchrist, Glades, Gulf, Hamilton, Holmes, Jefferson, Lafayette, Liberty, Madison, Taylor, Union, Wakulla, Washington.
B	3,701-8,500	Bradford, Charlotte, Citrus, Columbia, Hardee, Hendry, Hernando, Highlands, Jackson, Levy, Martin, Nassau, Okeechobee, Osceola, St. Johns, Sumter, Suwannee, Walton.
C	8,501-25,000	Alachua, Bay, Clay, Collier, Gadsden, Indian River, Lake, Leon, Manatee, Marion, Monroe, Pasco, Putnam, St. Lucie, Santa Rosa, Sarasota.
D	25,001-236,000	Brevard, Broward, Dade, Duval, Escambia, Hillsborough, Lee, Okaloosa, Orange, Palm Beach, Pinellas, Polk, Seminole, Volusia.

(nos. 7-14), administrative skills (nos. 15-18), and interpersonal skills (nos. 19-23).

The data in the tables presented the frequency with which the competency appeared in the specific objectives of the training components in the master inservice plan for the 1979-80 school year in Florida's 67 school districts. The data were secured from the training components

included in the master inservice plans from Florida's 67 school districts. When the master plans were not available from the district, the researcher utilized the master plan copies that were available in the Department of Education.

Competencies--Training Components By COTE Categories

Tables 2 through 5 presented the training component data with the five categories identified by COTE. County Cluster A data were presented in Table 2; County Cluster B data were presented in Table 3; County Cluster C data were presented in Table 4; County Cluster D data were presented in Table 5. Tables 6 through 8 presented summary data regarding the visibility or the lack of visibility of the 23 essential generic competencies in training components based on the categories assigned by COTE to the competencies.

Competencies--Training Components by Program Categories

Data pertaining to the inclusion of the 23 essential generic competencies in the specific objectives of the training components available to inservice teachers were also presented according to program categories. The program categories used by the researcher were the same classifications used for annual program reporting for master inservice programs to the Department of Education.

Data regarding the visibility of the 23 essential generic competencies based on program areas were presented in Tables 9 through 12. The program areas included were basic programs, exceptional

TABLE 2
INCLUSION OF FLORIDA'S 23 ESSENTIAL
GENERIC COMPETENCIES IN MASTER
INSERVICE PLAN COMPONENTS

SCHOOL DISTRICT	COMMUNICA- TION SKILLS					TECHNICAL SKILLS										ADMINISTRA- TIVE SKILLS					INTERPERSONAL SKILLS					TOTAL COMPE- TENCIES IN MIP	TOTAL MIP COMPONENTS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23				
Competency Number	1	0	0	0	0	3	14	11	12	21	21	3	12	7	10	2	2	6	1	1	2	0	3				
Baker	1	0	0	0	0	3	14	11	12	21	21	3	12	7	10	2	2	6	1	1	2	0	3	96			
Calhoun	1	3	1	12	1	1	9	3	4	21	12	4	5	4	4	2	2	3	1	1	1	1	1	62			
DeSoto	1	1	1	0	0	2	5	3	5	6	6	1	0	0	0	2	1	1	0	0	1	0	0	58			
Dixie	0	0	0	0	0	6	10	4	5	6	8	1	6	4	5	2	2	6	0	1	2	0	0	29			
Flagler	1	0	0	0	0	3	14	11	12	21	21	3	12	7	10	2	2	6	1	1	2	0	3	96			
Franklin	1	0	0	0	1	0	3	1	1	5	1	2	1	0	1	1	0	1	0	0	0	0	0	31			
Gilchrist	0	0	0	0	0	0	6	1	3	7	8	0	2	0	0	2	2	2	0	0	0	0	0	34			
Glades	4	0	0	1	0	2	6	2	9	10	8	1	6	0	3	3	3	1	1	2	2	0	2	68			
Gulf	2	1	0	2	1	3	4	3	7	15	8	3	2	1	4	1	2	4	0	1	1	2	2	77			
Hamilton	0	0	0	2	1	2	11	5	10	31	15	1	5	6	4	2	2	4	0	0	0	0	0	79			
Holmes	0	0	0	0	0	0	1	0	4	18	9	0	4	0	1	3	1	2	0	0	0	0	0	45			
Jefferson	0	0	0	0	0	2	3	6	10	19	16	0	4	3	0	1	0	4	0	0	0	0	0	61			
Lafayette	0	0	0	0	0	1	8	2	3	7	11	1	1	3	3	1	1	4	0	0	0	0	0	35			
Liberty	0	0	0	1	0	0	3	2	3	3	3	1	0	0	3	1	1	0	0	0	0	0	0	39			
Madison	1	0	0	0	0	5	7	4	10	11	12	1	2	3	2	0	1	0	0	0	0	0	0	54			
Taylor	0	1	0	1	0	0	3	2	6	6	5	1	1	1	0	0	1	1	0	0	1	0	0	78			
Union	1	0	0	0	0	3	14	11	12	21	21	3	12	7	10	2	2	6	1	1	2	0	3	96			
Wakulla	0	0	0	1	0	0	4	4	5	13	9	0	1	0	1	1	1	0	0	0	0	0	0	45			
Washington	2	2	3	2	0	0	7	4	11	14	11	2	9	1	1	0	1	1	0	0	1	2	2	62			
TOTALS	15	8	5	22	4	33	132	79	132	255	205	28	85	47	62	28	27	52	5	8	15	5	16	1145			

Cluster C
1979-80

TABLE 4
INCLUSION OF FLORIDA'S 23 ESSENTIAL
GENERIC COMPETENCIES IN MASTER
INSERVICE PLAN COMPONENTS

SCHOOL DISTRICT	COMMUNICA- TION SKILLS				BASIC GEN. KNOW.		TECHNICAL SKILLS								ADMINISTRA- TIVE SKILLS				INTERPERSONAL SKILLS				TOTAL COMPE- TENCIES IN MIP	TOTAL MIP COMPONENTS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Competency Number																								
Alachua	0	2	0	0	2	3	17	13	19	34	26	2	8	4	0	6	6	5	2	0	1	0	0	
Bay	3	3	2	2	0	8	16	14	22	55	37	6	15	2	4	1	4	11	3	0	5	0	1	
Clay	3	4	1	2	2	6	6	3	5	19	7	3	4	6	8	5	3	2	1	1	3	1	1	
Collier	1	3	0	0	0	2	20	13	17	47	28	1	26	3	9	2	3	7	3	1	1	0	1	
Gadsden	0	0	0	1	0	1	7	5	7	22	13	2	5	4	1	1	1	5	0	0	0	1	0	
Indian R.	0	1	1	0	2	9	2	3	24	16	2	5	0	2	1	0	3	2	0	1	1	0		
Lake	1	0	1	1	0	2	4	6	5	13	13	3	1	1	1	2	2	1	1	2	1	0	1	
Leon	3	0	0	0	0	4	11	11	23	40	18	3	9	2	10	4	5	5	2	0	1	1	1	
Manatee	3	1	1	3	1	4	22	1	22	25	25	3	1	2	1	1	1	1	1	3	2	1	3	
Marion	0	1	2	1	2	6	4	9	19	3	2	0	1	3	3	3	3	1	2	1	1	1	1	
Monroe	0	1	1	0	4	10	3	4	13	19	4	6	3	1	2	4	2	0	0	0	0	0	0	
Pasco	2	5	1	1	1	3	10	9	16	46	25	4	7	3	3	3	6	3	2	0	1	0	0	
Putnam	1	0	0	0	0	3	14	11	12	21	21	3	12	7	10	2	2	6	1	1	2	0	3	
St. Lucie	1	2	1	0	0	2	12	8	14	31	17	3	6	4	3	3	3	7	1	1	4	0	1	
Santa Rosa	0	1	1	0	0	2	8	2	11	13	10	1	6	3	2	2	2	4	2	0	3	1	2	
Sarasota	3	0	1	3	1	4	22	1	22	25	25	3	1	2	1	1	1	1	1	3	2	1	3	
TOTALS	21	24	12	17	8	52	194	106	211	447	303	45	112	47	59	39	46	66	23	14	28	8	18	

TABLE 6
SUMMARY - 23 COMPETENCIES
NUMBER OF COUNTIES WITHIN CLUSTER WITH
AT LEAST ONE COMPETENCY INCLUDED WITHIN
MASTER INSERVICE PLAN COMPONENT OBJECTIVES

COMPETENCY		CLUSTER A		CLUSTER B		CLUSTER C		CLUSTER D		TOTALS	
Description	No.	(19)		(18)		(16)		(14)		(67)	
Communication Skills	1	10	53%	13	72%	9	56%	10	71%	42	63%
	2	5	26	11	61	12	75	10	71	38	58
	3	3	16	9	50	12	75	10	71	34	53
	4	9	47	6	33	10	62	6	43	31	46
Basic General Knowledge	5	3	16	3	17	6	39	4	29	16	25
	6	13	68	12	66	16	100	14	100	55	84
Technical Skills	7	19	100	17	94	16	100	13	93	65	97
	8	19	100	18	100	16	100	14	100	67	100
	9	19	100	18	100	16	100	13	93	66	98
	10	19	100	18	100	16	100	14	100	67	100
	11	19	100	18	100	16	100	14	100	67	100
	12	15	79	11	61	16	100	13	93	55	83
	13	17	90	16	89	15	94	14	100	62	93
	14	13	68	15	83	15	94	12	86	55	83
Administrative Skills	15	15	79	14	78	15	94	13	93	57	86
	16	16	84	17	94	16	100	13	93	62	93
	17	17	90	17	94	15	94	13	93	62	93
	18	16	95	18	100	16	100	12	86	62	93
Interpersonal Skills	19	5	26	11	61	14	88	11	79	41	64
	20	7	37	8	44	8	50	9	64	32	49
	21	11	58	14	78	15	94	12	86	52	79
	22	3	16	9	50	8	50	9	64	29	45
	23	8	42	8	44	11	69	8	57	35	53
Competencies with 100% Participation by Counties		#7, #8, #9, #10, #11		#8, #9, #10, #11, #18		#6, #7, #8, #9, #10, #11, #12, #16		#6, #8, #10, #11, #13		#8, #10, #11	

TABLE 7
SUMMARY - 23 COMPETENCIES
NUMBER OF COUNTIES WHICH HAD NO
VISIBILITY FOR COMPETENCIES WITHIN
MASTER INSERVICE PLAN COMPONENT OBJECTIVES

COMPETENCY		CLUSTER A		CLUSTER B		CLUSTER C		CLUSTER D		TOTALS	
Description	No.	(19)		(18)		(16)		(14)		(67)	
Communication Skills	1	9	47%	7	39%	6	38%	4	29%	26	39%
	2	14	74	9	50	5	31	4	29	32	48
	3	16	84	11	61	5	31	4	29	36	54
	4	11	60	13	72	6	38	8	57	38	57
Basic General Knowledge	5	15	79	16	89	10	62	10	71	51	76
	6	7	37	7	39	--	--	--	--	14	21
Technical Skills	7	1	5	1	5	--	--	--	--	2	3
	8	--	--	--	--	--	--	--	--	--	--
	9	--	--	--	--	--	--	--	--	1	2
	10	--	--	--	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--	--	--	--
	12	4	21	7	39	--	--	--	--	11	16
	13	2	10	2	11	1	6	--	--	5	7
	14	7	37	4	22	1	6	1	7	13	19
Administrative Skills	15	4	21	4	22	1	6	--	--	9	13
	16	3	16	1	5	--	--	--	--	4	6
	17	2	10	1	5	1	6	1	7	5	7
	18	3	16	--	--	--	--	1	7	4	6
Interpersonal Skills	19	13	68	7	39	2	13	2	14	24	36
	20	12	63	11	61	8	50	3	21	34	51
	21	9	47	5	28	2	13	2	14	18	26
	22	16	84	10	56	8	50	3	21	37	55
	23	12	63	11	61	5	31	6	43	34	51

TABLE 8
SUMMARY 23 GENERIC COMPETENCIES
FREQUENCY OF COMPETENCIES DISPLAYED IN MASTER
INSERVICE PLAN COMPONENT SPECIFIC OBJECTIVES

COMPETENCY NUMBERS	DESCRIPTION	CLUSTER A (19)	CLUSTER B (18)	CLUSTER C (16)	CLUSTER D (14)	TOTALS (67)
1 - 4	Communication Skills	50	50	75	103	278
5 - 6	Basic General Knowledge	37	36	60	69	202
7 - 14	Technical Skills	963	1083	1465	2097	5608
15 - 18	Administrative Skills	169	225	210	343	947
19 - 23	Interpersonal Skills	49	69	91	141	350
TOTALS		1268	1463	1901	2753	7385

education, vocational education, adult education, instructional support, general support, and general components. The only area included in the state report that was not reflected in the data was community services. Data also were presented in the tables indicating the total number of times the competencies were visible in the specific objectives of the training components and the total number of training components included in the master inservice plans of Florida's 67 school districts for the 1979-80 school year.

The amount of visibility of the 23 essential generic competencies by program areas in the specific objectives of the training components were presented in Table 9 for County Cluster A; in Table 10 for County Cluster B; in Table 11 for County Cluster C; in Table 12 for County Cluster D. Tables 13-14 presented summary data of the four clusters of counties pertinent to the training component data which included the seven program areas. The mean, median, and percentages were also presented in the summary Table 14 relative to the number of competencies included in master inservice plan components by program area.

Needs Assessment

Data pertaining to the inclusion of the 23 essential generic competencies in the assessment of needs of inservice teachers in Florida's 67 school districts in 1979-80, and the processes used for providing the data were presented in Tables 15 through 18. Data were secured from the needs assessment instruments from each of Florida's 67 school districts. When the needs assessment instruments were not available from the districts, the annual reports completed by the

TABLE 9
NUMBER OF COMPETENCIES INCLUDED IN MASTER
INSERVICE PLAN COMPONENTS BY PROGRAM AREAS

CLUSTER A
(19 DISTRICTS)

SCHOOL DISTRICTS	C O M P O N E N T S								T O T A L S	
	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT	GENERAL	COMPETENCIES IN MASTER PLAN	COMPONENTS IN INSERVICE PLAN	
Baker	62	10	24	2	1	0	33	132	96	
Calhoun	64	18	3	0	9	0	3	97	62	
DeSoto	8	3	0	0	2	0	23	36	58	
Dixie	44	19	0	0	0	0	5	68	29	
Flagler	62	10	24	2	1	0	33	132	96	
Franklin	10	0	0	0	0	1	8	19	31	
Gilchrist	16	7	0	0	0	0	10	33	34	
Glades	27	4	0	0	6	4	25	66	68	
Gulf	12	10	0	0	1	0	46	69	77	
Hamilton	37	16	12	2	1	1	32	101	79	
Holmes	17	7	9	0	0	1	9	43	45	
Jefferson	45	7	4	0	0	0	12	68	61	
Lafayette	33	3	1	0	0	0	9	46	35	
Liberty	6	7	2	0	0	0	6	21	39	
Madison	26	19	5	0	1	2	6	59	54	
Taylor	13	13	0	0	0	0	4	30	78	
Union	62	10	24	2	1	0	33	132	96	
Wakulla	17	5	2	3	0	1	12	40	45	
Washington	40	4	2	0	1	0	29	76	62	
T O T A L S	601	172	112	11	24	10	338	1268	1145	

TABLE 10
NUMBER OF COMPETENCIES INCLUDED IN MASTER
INSERVICE PLAN COMPONENTS BY PROGRAM AREAS

CLUSTER B
(18 DISTRICTS)

SCHOOL DISTRICTS	C O M P O N E N T S								TOTALS
	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT	GENERAL	COMPETENCIES IN MASTER PLAN	COMPONENTS IN INSERVICE PLAN
Bradford	62	10	24	2	1	0	33	132	96
Charlotte	60	35	11	0	2	0	22	130	35
Citrus	53	0	0	0	0	0	38	91	12
Columbia	37	0	4	1	2	0	11	55	55
Hardee	7	4	4	0	0	0	7	22	50
Hendry	15	3	0	0	0	0	30	48	59
Hernando	25	6	0	1	2	0	14	48	56
Highlands	33	6	2	0	0	0	16	57	87
Jackson	47	6	3	0	1	1	27	85	74
Levy	0	0	3	0	0	0	15	18	30
Martin	20	11	4	11	0	0	22	68	88
Nassau	20	8	11	0	5	0	19	63	57
Okeechobee	59	19	5	0	6	0	22	111	141
Osceola	90	13	12	3	13	4	51	186	270
St. Johns	60	10	24	2	1	0	33	132	96
Sumter	31	8	6	0	6	0	33	84	32
Suwannee	27	0	0	0	0	0	9	36	42
Walton	52	4	5	0	8	3	25	97	52
T O T A L S	698	143	118	20	47	10	427	1463	1332

TABLE 11
NUMBER OF COMPETENCIES INCLUDED IN MASTER
INSERVICE PLAN COMPONENTS BY PROGRAM AREAS

CLUSTER C (16 DISTRICTS)	C O M P O N E N T S								TOTALS
	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT	GENERAL	COMPETENCIES IN MASTER PLAN	COMPONENTS IN INSERVICE PLAN
SCHOOL DISTRICTS									
Alachua	82	9	11	0	4	0	44	150	142
Bay	99	27	26	5	6	4	47	214	246
Clay	62	15	2	2	4	0	11	96	121
Collier	73	18	22	8	8	5	54	188	129
Gadsden	34	9	11	1	3	1	17	76	109
Indian River	37	0	5	0	7	0	27	76	101
Lake	15	14	3	0	3	1	26	62	84
Leon	70	7	35	3	5	8	25	153	97
Manatee	56	4	21	2	4	1	40	128	52
Marion	21	8	0	3	4	0	33	69	87
Monroe	42	0	2	0	2	1	31	78	66
Pasco	94	19	2	2	17	0	17	151	162
Putnam	62	10	24	2	1	0	33	132	96
St. Lucie	49	15	9	0	8	6	37	124	126
Santa Rosa	34	6	6	0	2	3	25	76	90
Sarasota	56	4	21	2	4	1	40	128	52
T O T A L S	886	165	200	30	82	31	507	1901	1760

TABLE 12
NUMBER OF COMPETENCIES INCLUDED IN MASTER
INSERVICE PLAN COMPONENTS BY PROGRAM AREAS

CLUSTER D
(14 DISTRICTS)

SCHOOL DISTRICTS	C O M P O N E N T S									TOTALS
	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT	GENERAL	COMPETENCIES IN MASTER PLAN	COMPONENTS IN INSERVICE PLAN	
Brevard	81	24	21	5	17	3	43	194	411	
Broward	99	86	14	4	5	0	42	250	271	
Dade	131	22	52	0	13	7	35	260	225	
Duval	50	18	30	0	9	0	23	130	220	
Escambia	95	24	17	0	8	4	14	162	251	
Hillsborough	112	20	24	7	3	0	58	224	180	
Lee	71	43	18	2	7	2	36	179	107	
Okaloosa	61	0	10	0	0	0	35	106	43	
Orange	145	33	15	2	9	3	46	253	386	
Palm Beach	71	0	0	0	0	0	22	93	23	
Pinellas	105	40	24	0	12	4	37	222	431	
Polk	114	20	16	0	7	4	78	239	214	
Seminole	98	27	17	0	4	0	36	182	278	
Volusia	135	32	17	0	23	0	52	259	291	
T O T A L S	1368	389	275	20	117	27	557	2753	3331	

TABLE 13
SCHOOL DISTRICTS WITH NO VISIBILITY
OF COMPETENCIES IN MASTER INSERVICE
PLAN COMPONENTS BY PROGRAM AREAS

	CLUSTER A	CLUSTER B	CLUSTER C	CLUSTER D	TOTALS
NUMBER OF COUNTIES IN CLUSTER	19	18	16	14	67
BASIC PROGRAMS	0	1	0	0	1
EXCEPTIONAL EDUCATION	1	4	2	2	9
VOCATIONAL EDUCATION	7	4	1	1	13
ADULT EDUCATION	14	12	6	9	41
INSTRUCTIONAL SUPPORT	9	7	0	2	18
GENERAL SUPPORT	13	15	6	7	41
GENERAL COMPONENTS	0	0	0	0	0
TOTAL COUNTIES WITH NO VISIBILITY OF COMPETENCIES IN PRO- GRAM AREA COMPONENTS	44	43	15	21	123

TABLE 14
NUMBER OF COMPETENCIES INCLUDED
IN MASTER INSERVICE PLAN COMPONENTS
BY PROGRAM AREAS

PROGRAM AREA	CLUSTER A		CLUSTER B		CLUSTER C		CLUSTER D		TOTALS	
Basic Programs	601	48%	698	48%	886	47%	1368	50%	3553	49%
Exceptional Education	172	14	143	10	165	9	389	14	769	10
Vocational Education	112	8	118	8	200	11	275	10	705	10
Adult Education	11	1	20	2	30	1	20	1	81	2
Instructional Support	24	2	47	3	82	4	117	4	270	4
General Support	10	1	10	1	31	1	27	1	78	1
General Components	338	26	427	29	507	27	557	20	1829	25
TOTAL COMPETENCIES IN MASTER INSERVICE PLANS	1268		1463		1901		2753		7385	
TOTAL MASTER INSERVICE PLAN COMPONENTS IN SCHOOL DISTRICT	1145		1332		1760		3331		7568	

MEAN (TOTAL COMPETENCIES IN MIP)	66	81	118	196	115
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MEAN (TOTAL MIPs)	60	74	110	237	120
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inservice self-study committees of the districts and included in the master inservice plans were used to extrapolate the needed data.

Data pertinent to the needs assessment instruments from each of the school districts were presented through use of table headings including referred to in annual report only, not available, not conducted, informal, formal, perceived needs only, perceived and programmatic needs, 23 essential generic competencies included, and remarks. Data regarding the needs assessment process and the inclusion of the 23 essential generic competencies in the assessment of needs for inservice teachers were displayed in Tables 15 through 18. County Cluster A data were presented in Table 15; County Cluster B data were presented in Table 16; County Cluster C data were presented in Table 17; County Cluster D data were presented in Table 18. Table 19 presented a summary of the four clusters of counties pertinent to the inclusion of the 23 essential generic competencies in the assessment of needs of inservice teachers and the processes used for conducting the assessment. Percentages were also presented as part of the summary data.

Modes or Strategies

Data pertaining to the alternative modes or strategies for delivering training to inservice teachers in Florida's 67 school districts were presented in Tables 20 through 23. Data relative to the alternative modes or strategies for delivering training to inservice teachers were secured from the training components or the annual report of the master inservice plans for the 1979-80 school

TABLE 15
NEEDS ASSESSMENT DATA
PROCESS USED AND VISIBILITY
OF 23 GENERIC COMPETENCIES

CLUSTER A

SCHOOL DISTRICTS	REFERRED TO IN ANNUAL REPORT ONLY	FORMAL NEEDS ASSESSMENT CONDUCTED	INFORMAL NEEDS ASSESSMENT CONDUCTED	NEEDS ASSESSMENT UNAVAILABLE	NEEDS ASSESSMENT NOT CONDUCTED OR OBSOLETE	PERCEIVED NEEDS ONLY ASSESSED	PERCEIVED AND PROGRAM- MATIC NEEDS ASSESSED	COMPETENCIES INCLUDED IN NEEDS ASSESSMENT
Baker		X					X	
Calhoun		X					X	
DeSoto	X							
Dixie				X				
Flagler		X					X	
Franklin	X							
Gilchrist		X				X		
Glades					1976	X		
Gulf		X					X	14
Hamilton			X			X		
Holmes					1977		X	
Jefferson	X						X	
Lafayette		X				X		
Liberty		X				X		18
Madison	X							
Taylor	X							
Union		X				X	X	
Wakulla	X							
Washington		X				X		10
TOTALS	6	9	1	1	2	7	7	3

TABLE 16
NEEDS ASSESSMENT DATA
PROCESS USED AND VISIBILITY
OF 23 GENERIC COMPETENCIES

CLUSTER B

SCHOOL DISTRICTS	REFERRED TO IN ANNUAL REPORT ONLY	FORMAL NEEDS ASSESSMENT CONDUCTED	INFORMAL NEEDS ASSESSMENT CONDUCTED	NEEDS ASSESSMENT UNAVAILABLE	NEEDS ASSESSMENT NOT CONDUCTED OR OBSOLETE	PERCEIVED NEEDS ONLY ASSESSED	PERCEIVED AND PROGRAM- MATIC NEEDS ASSESSED	COMPETENCIES INCLUDED IN NEEDS ASSESSMENT
Bradford		X					X	
Charlotte		X					X	
Citrus		X					X	
Columbia		X				X		
Hardee				X				
Hendry		X					X	23
Hernando	X							
Highlands					1976			
Jackson		X					X	23
Levy				X				
Martin		X					X	12
Nassau			X			X		
Okeechobee		X					X	
Osceola		X					X	23
St. Johns		X					X	
Sumter		X					X	23
Suwannee	X						X	
Walton				X				
TOTALS	2	11	1	3	1	2	11	5

TABLE 17
NEEDS ASSESSMENT DATA
PROCESS USED AND VISIBILITY
OF 23 GENERIC COMPETENCIES

CLUSTER C

SCHOOL DISTRICTS	REFERRED TO IN ANNUAL REPORT ONLY	FORMAL NEEDS ASSESSMENT CONDUCTED	INFORMAL NEEDS ASSESSMENT CONDUCTED	NEEDS ASSESSMENT UNAVAILABLE	NEEDS ASSESSMENT NOT CONDUCTED OR OBSOLETE	PERCEIVED NEEDS ONLY ASSESSED	PERCEIVED AND PROGRAM- MATIC NEEDS ASSESSED	COMPETENCIES INCLUDED IN NEEDS ASSESSMENT
Alachua		X				X		
Bay				X				
Clay				X				
Collier		X					X	2
Gadsden			X				X	
Indian River		X						
Lake		X						
Leon		X					X	
Manatee		X					X	23
Marion					X			
Monroe	X							10
Pasco		X					X	15
Putnam		X					X	
St. Lucie		X				X		12
Santa Rosa					X			
Sarasota		X					X	
TOTALS	1	10	1	2	2	2	7	5

TABLE 18
NEEDS ASSESSMENT DATA
PROCESS USED AND VISIBILITY
OF 23 GENERIC COMPETENCIES

CLUSTER D

SCHOOL DISTRICTS	REFERRED TO IN ANNUAL REPORT ONLY	FORMAL NEEDS ASSESSMENT CONDUCTED	INFORMAL NEEDS ASSESSMENT CONDUCTED	NEEDS ASSESSMENT UNAVAILABLE	NEEDS ASSESSMENT NOT CONDUCTED OR OBSOLETE	PERCEIVED NEEDS ONLY ASSESSED	PERCEIVED AND PROGRAM- MATIC NEEDS ASSESSED	COMPETENCIES INCLUDED IN NEEDS ASSESSMENT
Brevard	X							
Broward				X				
Dade			X			X		
Duval				X				
Escambia		X				X		
Hillsborough		X					X	12
Lee			X			Tchs. X	Sch. X	
Okaloosa				X				
Orange				X				
Palm Beach		X				X		
Pinellas				X				
Polk		X					X	
Seminole			X				X	
Volusia	X							
TOTALS	2	4	3	5	0	4	4	1

TABLE 19
SUMMARY
NEEDS ASSESSMENT INFORMATION

ITEM HEADING	CLUSTER A (19)	CLUSTER B (18)	CLUSTER C (16)	CLUSTER D (14)	TOTALS (67)
Referred to in Annual Report Only	6 32%	2 11%	1 65%	2 14%	11 16%
Formal Needs Assessment Conducted	9 48	11 62	10 63	4 30	34 51
Informal Needs Assessment Conducted	1 5	1 6	1 7	3 21	6 10
Needs Assessment Unavailable	1 5	3 16	2 12	5 35	11 16
Needs Assessment Not Conducted or Obsolete	2 10	1 6	2 12	0 0	5 7
Perceived Needs Only Assessed	7 36	2 11	2 12	4 29	15 22
Perceived and Program- matic Needs Assessment	7 36	11 61	7 43	4 29	29 43
Competencies Included in Needs Assessment	3 15	5 27	5 27	1 7	14 21

school year from Florida's 67 school districts. Master inservice plans were secured from the staff development directors or teacher center directors from Florida's 67 school districts. When master plans were not available from the districts, the researcher secured the data from the master plan copies on file in the Department of Education.

The alternative modes or strategies identified in the master inservice plans from Florida's 67 school districts for delivering training to inservice teachers included the following methods: workshop, visitation, directed observation, educational travel, symposium or forum, supervision of interns, southern association accreditation self-study, seminar, role exchange, professional reading, professional paper publication, performance in a special art area, partnership program, mini course or micro teaching, mini convention, make and take session, lecture, educational television, individual research or project, individual modules or programmed instruction, individual or directed study, faculty or group study project, exchange teacher, demonstration, in-school advisor, curriculum fair, consultant or technical assistance, conference or convention, clinic, exhibit, institute, adult class, exploration of educational task, peer panel-portfolio procedure, professional study, college course, on-the-job training, local subject-service area study, sabbatical, component leadership, department of education committee, faculty exploration, clinical professor/clinical classroom, peer-partner training. There were 43 alternative modes or strategies available in Florida's 67 school

districts for delivering training to inservice teachers which were identified in the master inservice plans.

Tables 20 through 23 presented the alternative modes or strategies available for delivering training to inservice teachers in Florida's 67 school districts during the 1979-80 school year. County Cluster A data were presented in Table 21; County Cluster C data were presented in Table 22; County Cluster D data were presented in Table 23. Tables 23 through 27 presented summary data pertinent to the alternative modes or strategies available for delivering training to inservice teachers. Table 24 presented the total number of alternative modes or strategies utilized by individual Florida school districts in 1979-80 through display of the four clusters of counties. Table 25 displayed the frequencies of school districts utilizing the alternative modes or strategies for delivering training to inservice teachers. Table 26 displayed data based on the number of school districts which had the various strategies available. Table 27 displayed summary data which included range, mean, median and mode scores.

TABLE 23
ALTERNATIVE MODES OR
STRATEGIES FOR DELIVERING
INSERVICE TRAINING TO TEACHERS

[illegible]

TABLE 24
TOTAL NUMBER OF ALTERNATIVE MODES OR
STRATEGIES UTILIZED BY INDIVIDUAL
FLORIDA SCHOOL DISTRICTS IN 1979-80
FOR DELIVERING INSERVICE TRAINING

<u>CLUSTER A COUNTIES</u>	<u>TOTAL STRATEGIES</u>	<u>CLUSTER B COUNTIES</u>	<u>TOTAL STRATEGIES</u>
Baker	13	Bradford	13
Calhoun	9	Charlotte	15
DeSoto	6	Citrus	11
Dixie	5	Columbia	6
Flagler	13	Hardee	6
Franklin	8	Hendry	6
Gilchrist	6	Hernando	10
Glades	8	Highlands	7
Gulf	6	Jackson	10
Hamilton	5	Levy	7
Holmes	10	Martin	6
Jefferson	9	Nassau	7
Lafayette	8	Okeechobee	8
Liberty	12	Osceola	8
Madison	5	St. Johns	13
Taylor	8	Sumter	14
Union	13	Suwannee	7
Wakulla	7	Walton	7
Washington	9		
TOTALS	157	TOTALS	161
<u>CLUSTER C COUNTIES</u>	<u>TOTAL STRATEGIES</u>	<u>CLUSTER D COUNTIES</u>	<u>TOTAL STRATEGIES</u>
Alachua	11	Brevard	8
Bay	12	Broward	13
Clay	10	Dade	10
Collier	11	Duval	11
Gadsden	7	Escambia	9
Indian River	12	Hillsborough	9
Lake	8	Lee	17
Leon	7	Okaloosa	4
Manatee	8	Orange	11
Marion	11	Palm Beach	10
Monroe	11	Pinellas	11
Pasco	7	Polk	7
Putnam	13	Seminole	14
St. Lucie	6	Volusia	7
Santa Rosa	7		
Sarasota	8		
TOTALS	148	TOTALS	140

TABLE 25
FREQUENCY OF ALTERNATIVE MODES OR
STRATEGIES FOR DELIVERING INSERVICE TRAINING
FLORIDA'S SCHOOL DISTRICTS 1979-80

NUMBER OF FLORIDA SCHOOL DISTRICTS: 67

TYPE OF DELIVERY STRATEGY/MODE	NUMBER OF SCHOOL DISTRICTS USING STRATEGY	RANK
Workshop	67	1
College Course	64	2
Conference/Convention	62	3
Visitation/Observation	57	4
Individual Modules/Programmed Instruction	50	5
Supervision of Interns	41	6
Educational Travel	40	7
Individual or Directed Study	34	8
Individual Research or Projects	25	9
Faculty or Group Study or Projects	22	10
Professional Reading	20	11
Seminars	19	12
Lectures	13	13
Demonstrations	12	14
Educational Television or ITV	11	15
Consultant/Technical Assistance	10	16
Exhibits	7	17
Curriculum Fair	7	17
Mini Course/Micro Teaching	4	18
Symposium/Forum/Mini Convention/Clinic	3	19
Southern Association Self-Study/ Professional Paper Publication/ Partnership Program/In-School Advisor/ Institute/On-the-Job Training/Subject- Service Area Studies	2	20
Twelve other strategies were used by one county only	1	21

TABLE 26
ALTERNATIVE MODES OR STRATEGIES
FOR DELIVERING INSERVICE TRAINING
FLORIDA'S SCHOOL DISTRICTS

	CLUSTERS				TOTALS	RANK
	A	B	C	D		
Workshop	19	18	16	14	67	1
Visitation/Observation	19	16	11	11	57	4
Educational Travel	10	11	12	7	40	7
Symposium/Forum	0	1	0	2	3	20a
Supervision of Interns	13	11	8	9	41	6
Southern Assoc. Accred.	0	0	1	1	2	21a
Seminar	1	6	6	6	19	12
Role Exchange	0	0	0	1	1	22a
Professional Reading	8	8	2	2	20	11
Professional Paper Publication	1	0	0	1	2	21b
Performance in Spec. Art Area	0	0	0	1	1	22b
Partnership Program	0	0	1	1	2	21c
Mini Course/Micro Teaching	0	2	0	2	4	19
Mini Convention	0	2	1	0	3	20b
Make and Take	1	0	1	1	3	20c
Lecture	3	1	4	5	13	13
Educational Television/ITV	0	3	4	4	11	15
Ind. Research/Project	8	9	6	2	25	9
Ind. Module/Program. Inst.	12	13	14	11	50	5
Ind./Directed Study	10	6	9	9	34	8
Faculty/Group Study/Project	5	4	6	7	22	10
Exchange Teacher	0	0	0	1	1	22c
Demonstration	1	2	4	5	12	14
In-School Advisor	0	1	0	1	2	21g
Curriculum Fair	3	2	1	0	6	18
Consultant-Tech. Assistant	0	4	0	6	10	16
Conference/Convention	19	18	14	11	62	3
College Course	19	17	16	12	64	2
Clinical Professor or Class.	0	1	1	0	2	22d
Clinic	0	1	0	2	3	20d
Adult Classes	0	0	1	0	1	22e
Exhibits	1	2	3	1	7	17
Institute	1	0	1	0	2	21d
Exploration of Educ. Task	0	0	0	1	1	22f
Peer Panel/Portfolio Proc.	0	0	0	1	1	22g
On-the-Job Training	1	0	0	1	2	21e
Subject-Serv. Area Study	1	0	1	0	2	21f
Sabbatical	0	0	1	0	1	22h
Component Leadership	0	0	1	0	1	22i
DOE Committee	0	1	0	0	1	22j
Faculty Exploration	1	0	0	0	1	22k
Peer-Partner Training	0	1	0	0	1	22l
Professional Study	0	0	0	1	1	22m
TOTAL (MASTER PLANS)	157	161	146	140	604	

TABLE 27
SUMMARY DATA
ALTERNATIVE MODES OR STRATEGIES FOR
DELIVERING INSERVICE TRAINING

CLUSTER	D E L I V E R Y M O D E S			
	Mean Scores	Median Scores	Mode	Range
A	8	8	8	5 - 13
B	8	8	8	5 - 15
C	9	10	11	6 - 13
D	10	10	11	4 - 17

TOTAL NUMBER OF DELIVERY MODES OR STRATEGIES IDENTIFIED
IN FLORIDA'S MASTER INSERVICE PLANS: 43

CHAPTER IV INTERPRETATION OF THE DATA

The problem in the study was to determine if teachers who were employed in Florida's 67 school districts during the 1979-80 school year had training available to them, if their needs were assessed, and if the alternative modes or strategies were available to them for receiving training in the mandated 23 essential generic competencies. The 23 essential generic competencies were included in Florida's state board of education rules in 1978 with 7 of the 23 competencies placed into state statute in 1979. The mandated competencies, however, affected only teachers seeking initial certification in Florida. A complete list of the 23 essential generic competencies may be found on pages 3-4 of this dissertation for reference.

Table 1 presented the demographic data pertinent to the study. Tables 2 through 5 displayed data for each county cluster relative to the visibility of the 23 essential generic competencies in the training components of the master inservice plans. Data presented in the study relative to the visibility of the 23 essential generic competencies in the training components were shown by both the five areas as identified by COTE in the original study and by the seven program areas used by the department of education for reporting purposes.

Data in Table 6 presented summary information relative to the number of counties that had at least one competency included within

the master inservice plan component specific objectives. One hundred percent of the 19 counties in Cluster A had at least one objective in the MIP for five of the competencies, including numbers 7, 8, 9, 10, and 11. Cluster B had at least one objective in the MIP for five of the competencies, including numbers 8, 9, 10, 11, and 18. Cluster C had at least one objective in the MIP for eight of the competencies, including numbers 6, 7, 8, 9, 10, 11, 12, and 16. Cluster D had at least one objective in the MIP for five of the competencies, including numbers 6, 8, 10, 11, and 13. The data indicated that 100% of Florida's school districts had at least one competency included within the MIP component specific objectives for three competencies, including numbers 8, 10, and 11. The 23 instances of the inclusion of the competencies in 100% of the counties indicated that 19 of the inclusions were from the technical skills competency area, 2 from the basic general knowledge area, and 2 from the administrative skills area. None of the communication skills or interpersonal skills areas had competencies that received visibility in 100% of Florida's 67 school districts. Competencies numbers 8, 10, and 11 which were from the technical skills area were the only ones that received visibility from all 67 of Florida's school districts.

Data in Table 7 displayed the number of school districts which had not included any of the competencies within the master inservice plan training component specific objectives. Data presented indicated that in Cluster A, competencies 3 and 22 had the highest number of school districts that had not included the competencies in the specific objectives of the MIP components. Both competencies 3 and 22 showed 16, or 84%, of the 19 counties in Cluster A had given no visibility

to the two competencies. Competency number 5 was given no visibility by 15, or 79%, of the 19 counties in Cluster A. In Cluster B, 16, or 89%, of the 18 counties had given no visibility to competency number 5. Competency number 3 was given no visibility by 13, or 72%, of the 18 counties in Cluster B. Competency number 5 was given no visibility by 10, or 71%, of the 14 counties in Cluster D. Of all Florida's school districts, 51, or 76%, gave no visibility to competency number 5 in the specific objectives of the training components in the master inservice plans. Although there were high percentages of counties which indicated the lack of visibility of competencies 3, 5, and 22 in the clusters, competency number 5 had the highest incidence of no visibility by Florida's 67 school districts. Fifty-one of the 67 school districts showed no visibility for this competency in the master inservice component specific objectives. Competency number 5 was from the basic general knowledge area of the competency classification. Competency number 3 was from the communication skills area, and competency number 22 was from the interpersonal skills area of the competency classification.

Table 8 indicated that the essential generic competencies were included in Florida's master inservice plan components specific objectives a total of 7,385 times. The incidence of competencies appearing in the master plans ranged from 1,268 times in Cluster A's 19 school districts to 2,753 times in Cluster D's 14 school districts. This was an indication that Florida's 14 largest school districts included the competencies in the master inservice plan components specific objectives more than twice as many times as the 19 smaller school districts in Cluster A. The technical skills area of the competencies had a much

higher incidence of the competencies being displayed in the master inservice plan components with 5,608 of the 7,385 total being shown in that area. The basic general knowledge competency area had the lowest incidence of the competencies being displayed in the master inservice plan components with a total of 202 inclusions.

Data regarding the visibility of the 23 essential generic competencies based on the seven program areas identified by the Department of Education for reporting purposes were shown in Tables 9 through 14. Data presented in the tables indicated that the competencies were included in the master inservice plan components by program areas a total of 7,385 times. Tables 9 through 12 displayed the competencies by program areas for Clusters A, B, C, and D. The tables indicated that the adult and general support program areas received the least amount of visibility with 41, or 61%, of the 67 school districts not including competencies in those two areas. The cluster of school districts which showed the least visibility in the general support area was Cluster B. Of the 18 school districts included in the cluster, 15, or 79%, of the districts did not include competencies in the general support area. Thirteen, or 68%, of the school districts in Cluster A did not include competencies for the general support area. In Cluster C, 6, or 38%, of the school districts did not include competencies for the general support area. In Cluster D, 7, or 44%, of the school districts did not include competencies for the general support area. Forty-one, or 61%, of Florida's 67 school districts did not include competencies for the general support area. The general support area included administrators from different levels within the school districts.

The adult education section was another program area that received low visibility relative to the inclusion of competencies in the master inservice plan components. The percentages for those counties which included the competencies in the adult program area in the master inservice plan ranged from Cluster C with 6, or 33%, of the counties which showed no visibility for the program area, to 14, or 74%, of the school districts from Cluster A which showed no visibility. Cluster D had 9, or 50%, of the school districts which did not include competencies for the program area, and Cluster B had 12, or 66%, of the school districts for the adult program area.

In the other five programs areas identified by the Department of Education for reporting purposes, the instructional support area had 18, or 27%, of the 67 school districts which did not include competencies in the master inservice plan components. The range for the program area was from Cluster A with 9, or 47%, of the 18 school districts which did not include competencies in the program area, to cluster C where all 16 school districts had given visibility to competencies in the program area.

The vocational program area showed that 13, or 19%, of the 67 school districts had not given visibility to the competencies in the master inservice plan components. Cluster A with 7, or 37%, of the 19 school districts not giving visibility, and Cluster B with 4, or 22%, of the 18 school districts not giving visibility to the competencies in the master inservice plan components were the clusters which gave the least visibility to the program area. Both Cluster C and D had only one county each which did not give visibility to the competencies in the vocational program area.

The data showed that only 9, or 13%, of Florida's 67 school districts did not include the competencies in the exceptional education program area. This ranged from Cluster B which showed 4, or 22%, of the 18 school districts with no visibility, to Cluster A which showed 1, or 5%, of the 19 school districts which did not give visibility to the competencies in the master inservice plan components. Both Clusters C and D had 2 counties each which did not give visibility to the competencies in the exceptional program area.

The tables indicated that only 1 of the 67 school districts in Florida did not give visibility to the competencies in the master inservice plan components in the basic program area. The school district was in Cluster B. The program area of general components did not have any school district which failed to include competencies in the master inservice plan component specific objectives.

Tables 13 through 14 displayed the percentage of visibility and lack of visibility in Florida's 67 school district master inservice plan components utilizing the seven program areas identified by the department of education for reporting purposes. The basic program area had the highest visibility with a total of 3,553 times that competencies were included in the master inservice plan components. The data indicated that 49% of the competencies included in the master inservice plans for the 67 school districts were in the basic program area. General components with 1,829 competencies included in master inservice plan components was the second highest area of visibility. The data indicated that 25% of the competencies included in the master inservice plan components were in this program area.

Exceptional education and vocational education each had 10% of the competencies included in their program areas. Exceptional education had 769 inclusions, and vocational education had 705 inclusions in the master inservice plan components. The instructional support program area had 4% inclusion of competencies in the program area, with a total of 270 times the competencies were included in the specific objectives of the master inservice plans. The adult education program area had 2% of the competencies included in their program area with a total of 81 inclusions. General support was the lowest area with only 1%, or a total of 78 times, the competencies from this program area were included in the specific objectives of the master inservice plans.

Tables 15 through 19 displayed data pertaining to the inclusion of the 23 essential generic competencies in the assessment of needs for inservice teachers in Florida's 67 school districts. The processes utilized to determine the needs were also included. Tables 15 through 18 depicted results of the data collection for Clusters A, B, C, and D. Table 19 presented a summary of the needs assessment data. The summary indicated that 11, or 16%, of the needs assessment instruments were not available for perusal by the researcher from the 67 school districts in Florida. Another 11, or 16%, of the school districts referred to the needs assessment process in the annual report only and the needs assessment instruments were not available to the researcher. Five, or 7%, of the school districts indicated they had not conducted a needs assessment or the one they had conducted was obsolete. This indication was shown in the annual report that was submitted by the self-study committee as part of the master inservice planning process.

Data available to the researcher indicated that 34 of the 67 school districts in Florida conducted a formal needs assessment, and 6 of the 67 school districts conducted an informal needs assessment. Of the needs assessments that were conducted in the 67 school districts in Florida, or that were referred to in the annual self-study committee report, 15, or 22%, of the school districts assessed perceived needs only, and 29, or 43%, of the school districts assessed both perceived and programmatic needs. Cluster A had the highest percentage of districts which had assessed perceived needs only with 7, or 36%, of the 19 school districts in the cluster indicating this method of assessing needs. Cluster B had the lowest percentage of school districts which indicated they assessed perceived needs only with 2, or 11%, of the 18 school districts in the cluster indicating this method of assessing needs.

According to available data, the cluster that had the highest percentage of school districts which had assessed both perceived and programmatic needs was Cluster B. In Cluster B, 11, or 61%, of the 18 school districts indicated that this method was used for assessing needs. Cluster D had the lowest participation rate for this method of assessing needs according to data available to the researcher. Cluster D data showed that 4, or 29%, of the 14 districts used this method of determining needs for personnel.

Available data indicated that 14, or 21%, of the 67 school districts included assessment of the 23 essential generic competencies as part of their needs assessment process. Both Cluster B and Cluster C showed that 27% of the 34 districts within their clusters included all or part of the competencies in the needs assessment process. Cluster D

had the smallest percentage of inclusion of the competencies in the needs assessment process with 1, or 7%, of the 14 districts indicating that the competencies were included as part of the needs assessment process.

Data relative to the alternative modes or strategies available for delivering training to inservice teachers in Florida's 67 school districts during 1979-80 were presented in Tables 20 through 27. Tables 20 through 23 included the display of the delivery modes or strategies, as identified in the master inservice plans, for Clusters A, B, C, and D. Table 24 displayed a summary of the total number of alternative modes or strategies utilized by individual school districts. Data indicated that Cluster A's 19 school districts utilized a total of 157 alternative modes or strategies for delivering training to inservice teachers. Cluster B's 18 school districts utilized a total of 161 strategies, Cluster C's 16 school districts utilized a total of 148 strategies, and Cluster D's 14 school districts utilized a total of 140 modes or strategies for delivering training to inservice teachers.

Table 25 displayed the frequency of use of the alternative modes or strategies for delivering inservice to Florida's school districts. The seven most frequently used modes or strategies for delivering training to inservice teachers included the workshop approach which was utilized by all 67 school districts, college course work which was utilized by 64 school districts, conference and convention which was utilized by 62 school districts, visitation or observation which was utilized by 57 school districts, individual modules or programmed instruction which was utilized by 50 school districts, supervision of interns which was utilized by 41 school districts, and educational

travel which was utilized by 40 school districts. The data indicated that 7 of the alternative modes or strategies were utilized by two counties only, and that 12 of the alternative modes or strategies were utilized by one county only.

Tables 26 through 27 included data that presented the compilation of strategies utilized by each of the cluster of counties. Data were also included in the tables which showed the mean score for the alternative delivery modes or strategies for inservice in the different county clusters. Data indicated that the mean score for delivery of inservice in Cluster A was 8, for Cluster B was 8, for Cluster C was 10, and for Cluster D was 10. The mode for the alternative strategies for delivering inservice in the different county clusters showed Cluster A with 8, Cluster B with 8, Cluster C with 11, and Cluster D with 11. The range for the alternative modes or strategies for delivering inservice to Florida's teachers as shown in the different county clusters indicated that Cluster A's school districts utilized from 5 to 13 different strategies, Cluster B's school districts from 5 to 15 different strategies, Cluster C's school districts from 6 to 13 different strategies, and Cluster D's school districts utilized from 4 to 17 different modes or strategies for delivering training to inservice teachers in Florida's 67 school districts. The data indicated that the number of alternative modes or strategies identified in the master inservice plans for delivering training to inservice teachers during 1979-80 in Florida's school districts totaled 43.

CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem studied was to determine if training in the 23 essential generic competencies which were mandated for initial certification of teachers in Florida's 67 school districts was available for inservice teachers during 1979-80. The study determined if the competencies were included in the training components available to inservice teachers through the master inservice plan, by analyzing both the five identified competency areas identified by COTE and the seven program areas utilized by the Department of Education for annual reporting purposes. The five competency areas identified by COTE included communication skills (nos. 1-4), basic general knowledge (nos. 5-6), technical skills (nos. 7-14), administrative skills (nos. 15-18), and interpersonal skills (nos. 19-23). The seven program areas utilized by the Department of Education for reporting purposes included basic programs, exceptional education, vocational education, adult education, instructional support, general support, and general components.

The study also determined if the 23 essential generic competencies were included in the assessment of needs of inservice teachers and the processes utilized for determining the needs. The processes for determining needs were analyzed in terms of the availability of the needs assessment instruments, whether needs assessments had been conducted in districts, or if conducted if they were obsolete, or whether reference

to the needs assessment was only through the annual report written by the inservice self-study committee. The analysis included data concerning whether the type of needs assessment conducted was formal or informal, and whether it was based on only perceived needs or on both perceived and programmatic needs. The analysis included data also relative to the number of school districts which included the 23 essential generic competencies in the assessment of needs for inservice teachers in Florida's 67 school districts.

The study determined the number and type of alternative modes or strategies that were available in Florida's 67 school districts for delivering training to inservice teachers. Frequency, rank, mean, median, and mode were included in the analysis of data pertinent to the 43 strategies that were identified in the master inservice plans.

Conclusions

Part of the rationale for conducting the descriptive study was to collect data that would broaden the knowledge base and provide management information for educational decision makers concerned with the professional development of Florida's teachers.

The data indicated that in the areas of the competencies as identified by COTE, that the communication skills, the basic general knowledge, and the interpersonal skills areas received much less visibility in the training components than did the administrative skills and the technical skills areas. The technical skills area received much more emphasis in providing training than did all of the other competency areas. There were other mandates in effect in Florida during 1979-80 which could have caused this. Mandates were in effect in the basic

skills, exceptional education, and primary education areas. This idea was further confirmed by the display of training components by program areas. The basic program area components reflected a much higher incidence of competencies than those of each of the other six program areas. Adult education and general support areas both received very little attention. This could have been because the program areas were much smaller than the basic, vocational, or exceptional education areas, or it could have been because of the low priority placement of the two areas for training by school districts.

The researcher had the least amount of data available in the needs assessment portion of the study. Of the data available pertinent to whether needs assessments were not conducted or were obsolete, five of the school districts, or 7%, were shown in this category. Indication was that the needs assessment process was being conducted in most Florida school districts. The data relative to needs being assessed based only on perceived needs, or based on both perceived and programmatic needs, indicated to the researcher that at least two-thirds of the school districts with available data were assessing in both the areas of perceived and programmatic needs.

The data pertinent to the alternative modes or strategies for delivering training to inservice teachers indicated to the researcher that Florida's 67 school districts were utilizing many creative methods for delivering training to inservice teachers. There were 7 strategies that were more common among all districts, but 43 different modes or strategies reflected a great deal of creativity on the part of staff development or teacher center directors in Florida.

The master inservice plan data and other data utilized in the study by the researcher reflected the strong leadership which has been provided by the staff development section personnel in the department of education. Frequent referrals were made in the annual reports in the master inservice plans regarding the technical assistance that was provided to districts through the department of education staff.

Recommendations

Recommendations of the researcher relative to the inclusion of the competencies in training components for inservice teachers would be that school districts carefully analyze data to determine if the communication skills competencies and interpersonal skills competencies do indeed need to be included in the training components for inservice teachers. This could be accomplished if the competencies were included in the needs assessment process and assured visibility there. In that way, determination could be made regarding the priority ranking for their possible inclusion in training components. If they are not given visibility in the needs assessment, however, this may not occur.

Those school districts which did not give visibility to certain competencies in the training components may have taken care of this by including training in the general component areas for the training of adult education and general support personnel. If this were not true, however, consideration should be given by those districts to insure that all program areas are included in some training components.

The needs assessment portion of the data reflected that many of Florida's school districts take the assessment of needs of personnel as a serious task. The needs assessment process could possibly be simplified, yet improved, via collaborative efforts of school districts

and universities through Florida's teacher centers. Universities could provide expertise in both the area of needs assessment instrumentation and data interpretation. If the universities developed the needs assessment instruments cooperatively with individual school district teacher centers, or through multi-county teacher centers, the quality of the instruments could possibly be improved. The universities could also provide technical assistance in the interpretation of the needs assessment data. Thirty-seven of Florida's 67 school districts have student populations of 8,500 or less, and thus have small professional staffs. In most instances, the small districts would not have a research department available to provide assistance. Thus, the universities could assist a great deal in this particular area. The data indicated that there were two multi-county teacher centers which were already utilizing the services of universities in the needs assessment area.

Another factor in the needs assessment area that the researcher felt should be given some consideration was the assessing of only perceived needs by some districts, rather than assessing both perceived and programmatic needs. The researcher was of the opinion that both perceived and programmatic needs must be assessed if an inservice training program is to truly meet the needs of the school district.

To ensure that the five competency areas are assessed and included in the training components if needed will probably not happen through the needs assessment process in use in Florida's school districts during 1979-80. Perhaps the mandate pertaining to demonstration of competency by educational personnel was appropriately placed at the preservice level with teachers demonstrating competence prior to their initial

certification. However, if there were an incidence where a teacher was not competent in basic knowledge competency number 5 which states "to demonstrate the ability to add, subtract, multiply, and divide," the researcher was of the opinion that very few teachers would indicate that they were not competent in that particular area. The researcher felt that very seldom, if ever, would a certified teacher indicate that they "needed" training in competencies, particularly the basic knowledge competency area. An approach that probably would be necessary to determine whether a teacher was competent in the basic knowledge area would have to be through an evaluation process. That, of course, would not be popular with teachers and the evaluation instruments that were available in Florida's school districts during 1979-80 probably would not be appropriate for this procedure. Evaluation instruments to be effective in this type of procedure would have to be cooperatively developed by teachers and district administrative personnel. The researcher realizes how difficult this would be with the negotiation process, but is of the opinion that this is the only way the determination of whether teachers are competent in some of the 23 essential generic competencies can be made.

The researcher is of the opinion that Florida's staff development directors and teacher center directors are to be commended for their ingenuity in developing the 43 alternative modes or strategies that were displayed in the master inservice plans. Complete descriptions of the 43 strategies that were available in Florida during 1979-80 should be secured, and the researcher hopes to accomplish this. The data should be shared with Florida's school districts. Sharing of this information might encourage the school districts to utilize

additional methods for delivering training to their inservice teachers. If a wide variety of individual as well as group strategies were available in all school districts for delivering training, teachers could be assured of receiving a very personalized program of inservice training.

The researcher found while analyzing the master inservice plans that a trend seemed to be developing in Florida's school districts toward a multi-delivery approach for inservice rather than the single delivery approach which had been the more common method in the past. Approximately 12% of the 67 school districts were utilizing the method of providing one master inservice component for each discipline within the school district. Within the one component they included enough specific objectives to meet the training needs of all personnel within the particular discipline. A variety of alternative strategies were shown in the component for delivering the training for the specific objectives. The procedure greatly reduced the duplication that was visible in several district master inservice plan components. The use of general components provided training in the areas that were common to all instructional personnel. When this approach was utilized in a district, the procedure refined the master planning component writing process and provided personnel much more flexibility in the training available to them. The researcher would hope that this trend will continue.

This study was limited to data for one year only, 1979-80. The data indicated that several school districts, particularly small school districts, had not given visibility to some of the competencies within the master inservice plan components. The researcher felt that if this

study were replicated in a multi-year study that over a period of two or three years all or most of the competencies would be included in the master inservice plan components. The priority setting process used for determining training, and the limited resources available in small school districts tended to restrict the provision of training opportunities for inservice teachers in a given year.

APPENDIX
DISPLAY OF THE 23 GENERIC COMPETENCIES
IN MASTER INSERVICE PLAN COMPONENTS OF
FLORIDA'S SCHOOL DISTRICTS

ALACHUA COUNTY

NO.	COMPETENCIES	COMPONENTS						
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.							0
2.	Write in logical, understood style with appropriate grammar and sentence structure.	2						2
3.	Comprehend and interpret a message after listening.							0
4.	Read, comprehend, and interpret professional material.							0
5.	Add, subtract, multiply, and divide.	2						2
6.	Awareness of patterns of physical and social development in students.					1	2	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	13	3	1				17
8.	Identify long-range goals for subject area.	6		1		1	5	13
9.	Construct/sequence related short-range objectives.	10	3	1		1	4	19
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	19	3	2		1	9	34
11.	Select and sequence related learning activities.	14		5			7	26
12.	Establish rapport with student using verbal/visual motivational devices.	1					1	2
13.	Present directions for carrying out an instructional activity.	6					2	8
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4						4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.							0
16.	Formulate a standard for student behavior.						6	6
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						6	6
18.	Identify/develop system for keeping records of class/individual student progress.	5						5
19.	Counsel with students individually/collectively concerning academic needs.			1			1	2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							0
TOTALS		82	9	11	0	4	0 44	150

BAKER COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		1						1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1					1	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	3					2	14
8.	Identify long-range goals for subject area.	4		2				5	11
9.	Construct/sequence related short-range objectives.	6		2	1			3	12
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	3	3		1		3	21
11.	Select and sequence related learning activities.	12	2	2	1			4	21
12.	Establish rapport with student using verbal/visual motivational devices.	1		1				1	3
13.	Present directions for carrying out an instructional activity.	9	1	1				1	12
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4		2				1	7
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5		3				2	10
16.	Formulate a standard for student behavior.			1				1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.			1				1	2
18.	Identify/develop system for keeping records of class/individual student progress.			3				3	6
19.	Counsel with students individually/collectively concerning academic needs.			1					1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.			1					1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							2	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							3	3
TOTALS		62	10	24	2	1	0	33	132

BAY COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTION SUPPORT	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	2						1		3
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1	1	1						3
3.	Comprehend and interpret a message after listening.	1				1				2
4.	Read, comprehend, and interpret professional material.	1				1				2
5.	Add, subtract, multiply, and divide.									0
6.	Awareness of patterns of physical and social development in students.	3	2					3		8
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	5			1		1		16
8.	Identify long-range goals for subject area.	5	2	2			1	4		14
9.	Construct/sequence related short-range objectives.	9	3	4				6		22
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	27	5	9	2	1	1	10		55
11.	Select and sequence related learning activities.	18	3	9	3			4		37
12.	Establish rapport with student using verbal/visual motivational devices.	5	1							6
13.	Present directions for carrying out an instructional activity.	10					1	4		15
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						1	1		2
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	2	1					1		4
16.	Formulate a standard for student behavior.		1							1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1	1	1				1		4
18.	Identify/develop system for keeping records of class/individual student progress.	5	1			1		4		11
19.	Counsel with students individually/collectively concerning academic needs.					1		2		3
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.									0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.		1					4		5
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.									0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1		1
TOTALS		99	27	26	5	6	4	47		214

BRADFORD COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		1						1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1					1	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	3					2	14
8.	Identify long-range goals for subject area.	4		2				5	11
9.	Construct/sequence related short-range objectives.	6		2	1			3	12
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	3	3		1		3	21
11.	Select and sequence related learning activities.	12	2	2	1			4	21
12.	Establish rapport with student using verbal/visual motivational devices.	1		1				1	3
13.	Present directions for carrying out an instructional activity.	9	1	1				1	12
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4		2				1	7
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5		3				2	10
16.	Formulate a standard for student behavior.			1				1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.			1				1	2
18.	Identify/develop system for keeping records of class/individual student progress.			3				3	6
19.	Counsel with students individually/collectively concerning academic needs.			1					1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.			1					1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							2	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							3	3
TOTALS		62	10	24	2	1	0	33	132

BREVARD COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		2			1	3	6	
2.	Write in logical, understood style with appropriate grammar and sentence structure.						3	3	
3.	Comprehend and interpret a message after listening.						1	1	
4.	Read, comprehend, and interpret professional material.						1	1	
5.	Add, subtract, multiply, and divide.	2							2
6.	Awareness of patterns of physical and social development in students.	1	3		2				6
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	15	5			1	1	2	24
8.	Identify long-range goals for subject area.	5	2	2				4	13
9.	Construct/sequence related short-range objectives.	3	2	4	1			4	14
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	18	1	5	1	1	1	6	33
11.	Select and sequence related learning activities.	11	2	7	1			4	25
12.	Establish rapport with student using verbal/visual motivational devices.	2							2
13.	Present directions for carrying out an instructional activity.	10	1	2				3	16
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1						3	4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	4		1		2		1	8
16.	Formulate a standard for student behavior.	2				2		2	6
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2				2		2	6
18.	Identify/develop system for keeping records of class/individual student progress.	1	3			3		1	8
19.	Counsel with students individually/collectively concerning academic needs.	1	3			3		1	8
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.	1							1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1				1		1	3
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	1				1			2
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.					1		1	2
TOTALS		81	24	21	5	17	3	43	194

BROWARD COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		4		2				6
2.	Write in logical, understood style with appropriate grammar and sentence structure.	2					1		3
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.	1							1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.		1	1			1		3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	16			1		4	30
8.	Identify long-range goals for subject area.	10	9	1				4	24
9.	Construct/sequence related short-range objectives.	11	12	2		1		3	29
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	30	16	6	2	1		7	62
11.	Select and sequence related learning activities.	21	3	3		1		5	33
12.	Establish rapport with student using verbal/visual motivational devices.			1				3	4
13.	Present directions for carrying out an instructional activity.	6							6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2	1					1	4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	4	1					1	6
16.	Formulate a standard for student behavior.		2					1	3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		9					3	12
18.	Identify/develop system for keeping records of class/individual student progress.	3	2					4	9
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							1	1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.		10					2	12
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					1			1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		99	86	14	4	5	0	42	250

CALHOUN COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.	1							1
2.	Write in logical, understood style with appropriate grammar and sentence structure.	3							3
3.	Comprehend and interpret a message after listening.	1							1
4.	Read, comprehend, and interpret professional material.	8	2	1		1			12
5.	Add, subtract, multiply, and divide.	1							1
6.	Awareness of patterns of physical and social development in students.	1							1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	5	4						9
8.	Identify long-range goals for subject area.	1	1	1					3
9.	Construct/sequence related short-range objectives.	2	1	1					4
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	13				6		2	21
11.	Select and sequence related learning activities.	8	3			1			12
12.	Establish rapport with student using verbal/visual motivational devices.	3				1			4
13.	Present directions for carrying out an instructional activity.	2	3						5
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2	2						4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3						1	4
16.	Formulate a standard for student behavior.	1	1						2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2							2
18.	Identify/develop system for keeping records of class/individual student progress.	2	1						3
19.	Counsel with students individually/collectively concerning academic needs.	1							1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.	1							1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1							1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	1							1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	1							1
TOTALS		64	18	3	0	9	0	3	97

CHARLOTTE COUNTY

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.	2	1			1		1	5
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1		1
3.	Comprehend and interpret a message after listening.						1		1
4.	Read, comprehend, and interpret professional material.	1					1		2
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	7	5						12
8.	Identify long-range goals for subject area.	8	5	2				1	16
9.	Construct/sequence related short-range objectives.	10	4	2				1	17
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	7	4	2		3		1	17
11.	Select and sequence related learning activities.	9	2	2				1	14
12.	Establish rapport with student using verbal/visual motivational devices.	4						1	5
13.	Present directions for carrying out an instructional activity.	2	1					1	4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.							1	1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	2						1	3
16.	Formulate a standard for student behavior.		4			1		1	6
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1			1		2	4
18.	Identify/develop system for keeping records of class/individual student progress.	4	5					2	11
19.	Counsel with students individually/collectively concerning academic needs.		1			1		1	3
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.		2			1		1	4
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.					1		1	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		56	35	8	0	9	0	22	130

CITRUS COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.	3					1		4
2.	Write in logical, understood style with appropriate grammar and sentence structure.	3					1		4
3.	Comprehend and interpret a message after listening.						1		1
4.	Read, comprehend, and interpret professional material.						1		1
5.	Add, subtract, multiply, and divide.	1					1		2
6.	Awareness of patterns of physical and social development in students.	4					3		7
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	7					1		8
8.	Identify long-range goals for subject area.						1		1
9.	Construct/sequence related short-range objectives.	3					3		6
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	13					7		20
11.	Select and sequence related learning activities.	6					2		8
12.	Establish rapport with student using verbal/visual motivational devices.						2		2
13.	Present directions for carrying out an instructional activity.	3					1		4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	3					3		6
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3					1		4
16.	Formulate a standard for student behavior.	2					1		3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1		1
18.	Identify/develop system for keeping records of class/individual student progress.						2		2
19.	Counsel with students individually/collectively concerning academic needs.						1		1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						1		1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1					1		2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1		1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						1		1
TOTALS		52	0	0	0	0	0	38	90

CLAY COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	2	1						3
2.	Write in logical, understood style with appropriate grammar and sentence structure.	4							4
3.	Comprehend and interpret a message after listening.	1							1
4.	Read, comprehend, and interpret professional material.	2							2
5.	Add, subtract, multiply, and divide.	2							2
6.	Awareness of patterns of physical and social development in students.	3	2		1				6
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	5	1						6
8.	Identify long-range goals for subject area.	2						1	3
9.	Construct/sequence related short-range objectives.	3						2	5
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	14	1	1	1			2	19
11.	Select and sequence related learning activities.	6						1	7
12.	Establish rapport with student using verbal/visual motivational devices.	3							3
13.	Present directions for carrying out an instructional activity.	4							4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4	2						6
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	4	2	1				1	8
16.	Formulate a standard for student behavior.		2					3	5
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		3						3
18.	Identify/develop system for keeping records of class/individual student progress.	1						1	2
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					1			1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1	1			1			3
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	1							1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.					1			1
TOTALS		62	15	2	2	4	0	11	96

COLLIER COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.					1			1
2.	Write in logical, understood style with appropriate grammar and sentence structure.	2	1						3
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1						2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	8	4		2	1		5	20
8.	Identify long-range goals for subject area.	4					2	7	13
9.	Construct/sequence related short-range objectives.	2	2	5		1	1	6	17
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	19	4	7	4	4	1	8	47
11.	Select and sequence related learning activities.	19	3	3		1		2	28
12.	Establish rapport with student using verbal/visual motivational devices.	1							1
13.	Present directions for carrying out an instructional activity.	9	2	5	2	1		7	26
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2						1	3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3		1				5	9
16.	Formulate a standard for student behavior.							2	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							3	3
18.	Identify/develop system for keeping records of class/individual student progress.	3		1				3	7
19.	Counsel with students individually/collectively concerning academic needs.		1					2	3
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							1	1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		73	18	22	8	8	5	54	188

COLUMBIA COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTION SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2							2
8.	Identify long-range goals for subject area.	4	1						5
9.	Construct/sequence related short-range objectives.	9	1				1	11	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	9	1		2		1	13	
11.	Select and sequence related learning activities.	5	1				2	8	
12.	Establish rapport with student using verbal/visual motivational devices.							0	
13.	Present directions for carrying out an instructional activity.	3		1			1	5	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.							0	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.						1	1	
16.	Formulate a standard for student behavior.						1	1	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2					1	3	
18.	Identify/develop system for keeping records of class/individual student progress.	2					2	4	
19.	Counsel with students individually/collectively concerning academic needs.	1						1	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							0	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							0	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1	1	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							0	
TOTALS		37	0	4	1	2	0	11	55

DADE COUNTY

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.	2							2
2.	Write in logical, understood style with appropriate grammar and sentence structure.	2							2
3.	Comprehend and interpret a message after listening.						1	1	2
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.			1					1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	16	5	2				4	27
8.	Identify long-range goals for subject area.	6		7			3	2	18
9.	Construct/sequence related short-range objectives.	9	1	8			2	3	23
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	30	9	9		5	1	8	62
11.	Select and sequence related learning activities.	26	4	14				7	51
12.	Establish rapport with student using verbal/visual motivational devices.	5		1				2	8
13.	Present directions for carrying out an instructional activity.	9		3				1	13
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	5	1	3				1	10
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	9	1	1		4			15
16.	Formulate a standard for student behavior.	1	1			1		2	5
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1				1		2	4
18.	Identify/develop system for keeping records of class/individual student progress.	10		3				1	14
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					1			1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		131	22	52	0	13	7	35	260

DESOTO COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		1						1
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1							1
3.	Comprehend and interpret a message after listening.	1							1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.							2	2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2						3	5
8.	Identify long-range goals for subject area.		1					2	3
9.	Construct/sequence related short-range objectives.	1	1					3	5
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	1				1		4	6
11.	Select and sequence related learning activities.	1				1		4	6
12.	Establish rapport with student using verbal/visual motivational devices.							1	1
13.	Present directions for carrying out an instructional activity.								0
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16.	Formulate a standard for student behavior.							2	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							1	1
18.	Identify/develop system for keeping records of class/individual student progress.							1	1
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1							1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		8	3	0	0	2	0	23	36

DIXIE COUNTY

NO.	COMPETENCIES	COMPONENTS						
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.							0
2.	Write in logical, understood style with appropriate grammar and sentence structure.							0
3.	Comprehend and interpret a message after listening.							0
4.	Read, comprehend, and interpret professional material.							0
5.	Add, subtract, multiply, and divide.							0
6.	Awareness of patterns of physical and social development in students.	4	1				1	6
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	7	2				1	10
8.	Identify long-range goals for subject area.	3	1					4
9.	Construct/sequence related short-range objectives.	4	1					5
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	3	3					6
11.	Select and sequence related learning activities.	7	1					8
12.	Establish rapport with student using verbal/visual motivational devices.	1						1
13.	Present directions for carrying out an instructional activity.	5	1					6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2	1				1	4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3	2					5
16.	Formulate a standard for student behavior.		1				1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1				1	2
18.	Identify/develop system for keeping records of class/individual student progress.	4	2					6
19.	Counsel with students individually/collectively concerning academic needs.							0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.		1					1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1	1					2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							0
TOTALS		44	19	0	0	0	5	68

DUVAL COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIOMAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	2						4	6
2.	Write in logical, understood style with appropriate grammar and sentence structure.	3	1						4
3.	Comorehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.	1							1
6.	Awareness of patterns of physical and social development in students.	1	2					1	4
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3	2	4		1		1	11
8.	Identify long-range goals for subject area.	1	2	3				1	7
9.	Construct/sequence related short-range objectives.	3	1	5				2	11
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	7	3	3		1		7	21
11.	Select and sequence related learning activities.	8	2	5					15
12.	Establish rapport with student using verbal/visual motivational devices.			1					1
13.	Present directions for carrying out an instructional activity.	5	1	3				1	10
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	5						1	6
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	6	1	4				1	12
16.	Formulate a standard for student behavior.	1	2						3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1	2						3
18.	Identify/develop system for keeping records of class/individual student progress.					1			1
19.	Counsel with students individually/collectively concerning academic needs.					2		1	3
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					1			1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1				1			2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	2				1			3
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.			1		1		3	5
TOTALS		50	18	30	0	9	0	23	130

ESCAMBIA COUNTY

COMPONENTS

ESCAMBIA COUNTY		COMPONENTS							TOTALS
NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.	1						1	2
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.						1		1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	5	2			2			9
8.	Identify long-range goals for subject area.	7		1			1		9
9.	Construct/sequence related short-range objectives.	10	2	3			1	3	19
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	29	7	9		4	1	2	52
11.	Select and sequence related learning activities.	15	6	3				1	25
12.	Establish rapport with student using verbal/visual motivational devices.	4		1				1	6
13.	Present directions for carrying out an instructional activity.	10	1			1		1	13
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4	1					1	6
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1							1
16.	Formulate a standard for student behavior.	1	1						2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2	2					1	5
18.	Identify/develop system for keeping records of class/individual student progress.	3							3
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	3	1					1	5
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.		1					1	2
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		95	24	17	0	8	4	14	162

FLAGLER COUNTY

NO.	COMPETENCIES	BASIC PROG.	EXCE DUC.	VOCAL EDUC.	ADULT EDUC.	INST. SUPP.	GENE ADM.	GENE EDUC.	TOTAL
1.	Orally communicate information on a given topic in a coherent and logical manner.			1					1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1					1	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	3					2	14
8.	Identify long-range goals for subject area.	4		2				5	11
9.	Construct/sequence related short-range objectives.	6		2	1			3	12
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	3	3		1		3	21
11.	Select and sequence related learning activities.	12	2	2	1			4	21
12.	Establish rapport with student using verbal/visual motivational devices.	1		1				1	3
13.	Present directions for carrying out an instructional activity.	9	1	1				1	12
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4		2				1	7
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5		3				2	10
16.	Formulate a standard for student behavior.			1				1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.			1				1	2
18.	Identify/develop system for keeping records of class/individual student progress.			3				3	6
19.	Counsel with students individually/collectively concerning academic needs.			1					1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.			1					1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							2	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							3	3
TOTALS		62	10	24	2	1	0	33	132

FRANKLIN COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPT TIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.							1	1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.							1	1
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3							3
8.	Identify long-range goals for subject area.	1							1
9.	Construct/sequence related short-range objectives.	1							1
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	3					2		5
11.	Select and sequence related learning activities.	1							1
12.	Establish rapport with student using verbal/visual motivational devices.						2		2
13.	Present directions for carrying out an instructional activity.						1		1
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1							1
16.	Formulate a standard for student behavior.					1			1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.								0
18.	Identify/develop system for keeping records of class/individual student progress.						1		1
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		10	0	0	0	0	1	8	19

GADSDEN COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.							1	1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.							1	1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3	3					1	7
8.	Identify long-range goals for subject area.		1	2				2	5
9.	Construct/sequence related short-range objectives.	1	1	2				3	7
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11		5	1	1	1	3	22
11.	Select and sequence related learning activities.	9	1	2		1			13
12.	Establish rapport with student using verbal/visual motivational devices.	1	1						2
13.	Present directions for carrying out an instructional activity.	4	1						5
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2	1					1	4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.					1			1
16.	Formulate a standard for student behavior.							1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							1	1
18.	Identify/develop system for keeping records of class/individual student progress.	3						2	5
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		34	9	11	1	3	1	17	76

GILCHRIST COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATIONAL	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2	2					2	6
8.	Identify long-range goals for subject area.							1	1
9.	Construct/sequence related short-range objectives.	2						1	3
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	4	2					1	7
11.	Select and sequence related learning activities.	5	2					1	8
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.	1	1						2
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16.	Formulate a standard for student behavior.							2	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							2	2
18.	Identify/develop system for keeping records of class/individual student progress.	2							2
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		16	7	0	0	0	0	10	33

GLADES COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		1				1	2	4
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.		1						1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.		1					1	2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	1	1				1	3	6
8.	Identify long-range goals for subject area.	1						1	2
9.	Construct/sequence related short-range objectives.	6					1	2	9
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	6						4	10
11.	Select and sequence related learning activities.	6					1	1	8
12.	Establish rapport with student using verbal/visual motivational devices.	1							1
13.	Present directions for carrying out an instructional activity.	5						1	6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1						2	3
16.	Formulate a standard for student behavior.					1		2	3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.					1		2	3
18.	Identify/develop system for keeping records of class/individual student progress.					1			1
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					1		1	2
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.					1		1	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							2	2
TOTALS		27	4	0	0	6	4	25	66

GULF COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROG.	EXCEP TIONS EDUC.	VOCAT IONAL EDUC.	ADULT EDUC.	INST SUPP.	GENE RAL (ADM)	GENE RAL	TOTAL
1.	Orally communicate information on a given topic in a coherent and logical manner.							2	2
2.	Write in logical, understood style with appropriate grammar and sentence structure.							1	1
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.							2	2
5.	Add, subtract, multiply, and divide.							1	1
6.	Awareness of patterns of physical and social development in students.							3	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	1	2					1	4
8.	Identify long-range goals for subject area.		1					2	3
9.	Construct/sequence related short-range objectives.	2	2					3	7
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	7	1					7	15
11.	Select and sequence related learning activities.	1	1					6	8
12.	Establish rapport with student using verbal/visual motivational devices.							3	3
13.	Present directions for carrying out an instructional activity.		1					1	2
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.							1	1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.		1					3	4
16.	Formulate a standard for student behavior.							1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							2	2
18.	Identify/develop system for keeping records of class/individual student progress.	1	1					2	4
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							1	1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					1		1	2
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							2	2
TOTALS		12	10	0	0	1	0	46	69

HAMILTON COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.							2	2
5.	Add, subtract, multiply, and divide.	1							1
6.	Awareness of patterns of physical and social development in students.	1					1		2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3	3	1	1		3		11
8.	Identify long-range goals for subject area.	1	1				3		5
9.	Construct/sequence related short-range objectives.	4	2	1			3		10
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	13	3	4		1	1	9	31
11.	Select and sequence related learning activities.	6	3	3			3		15
12.	Establish rapport with student using verbal/visual motivational devices.	1							1
13.	Present directions for carrying out an instructional activity.	3		1			1		5
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.		2	1	1		2		6
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3		1					4
16.	Formulate a standard for student behavior.						2		2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						2		2
18.	Identify/develop system for keeping records of class/individual student progress.	1	2				1		4
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		37	16	12	2	1	1	32	101

HARDEE COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1	1						2
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.		1						1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	1					2		3
8.	Identify long-range goals for subject area.			1			1		2
9.	Construct/sequence related short-range objectives.	1	1	1			1		4
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	1							1
11.	Select and sequence related learning activities.	3		1					4
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.								0
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16.	Formulate a standard for student behavior.								0
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.								0
18.	Identify/develop system for keeping records of class/individual student progress.	1					1		2
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						1		1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1		1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						1		1
TOTALS		8	3	3	0	0	0	8	22

HENDRY COUNTY

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.		1						1
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1		1
3.	Comprehend and interpret a message after listening.						1		1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2					3		5
8.	Identify long-range goals for subject area.						1		1
9.	Construct/sequence related short-range objectives.	4	1				3		8
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	3	1				6		10
11.	Select and sequence related learning activities.	1					3		4
12.	Establish rapport with student using verbal/visual motivational devices.						1		1
13.	Present directions for carrying out an instructional activity.						1		1
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						1		1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3					2		5
16.	Formulate a standard for student behavior.						2		2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						3		3
18.	Identify/develop system for keeping records of class/individual student progress.	2					1		3
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						1		1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		15	3	0	0	0	0	30	48

HERNANDO COUNTY

COMPONENTS

HERNANDO COUNTY		COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATIONAL	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
NO.	COMPETENCIES								
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1					3	5
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	4	1					1	6
8.	Identify long-range goals for subject area.		1						1
9.	Construct/sequence related short-range objectives.	1	1		1				3
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	4	1			1		5	11
11.	Select and sequence related learning activities.	6	1		1				8
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.	2							2
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2			1				3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1						1	2
16.	Formulate a standard for student behavior.							1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							2	2
18.	Identify/develop system for keeping records of class/individual student progress.	2				1		1	4
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		23	6	0	3	2	0	14	48

HIGHLANDS COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1							1
3.	Comprehend and interpret a message after listening.	1					1		2
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	4							4
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	1					1		2
8.	Identify long-range goals for subject area.	1							1
9.	Construct/sequence related short-range objectives.	6	2				1		9
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	6	1	1		1	3		12
11.	Select and sequence related learning activities.	5	2				2		9
12.	Establish rapport with student using verbal/visual motivational devices.	2							2
13.	Present directions for carrying out an instructional activity.	3					1		4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1							1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3					1		4
16.	Formulate a standard for student behavior.						1		1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1					2		3
18.	Identify/develop system for keeping records of class/individual student progress.	4	1						5
19.	Counsel with students individually/collectively concerning academic needs.					1	1		2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	2							2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1		1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	1					1		2
TOTALS		42	6	1	0	2	0	16	67

HILLSBOROUGH COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		1					1	2
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.							1	1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	2						4	6
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	16	2			1		2	21
8.	Identify long-range goals for subject area.	8	1	2	1			5	17
9.	Construct/sequence related short-range objectives.	9		5				6	20
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	22	5	4	2	1		13	47
11.	Select and sequence related learning activities.	26	4	9	2			10	51
12.	Establish rapport with student using verbal/visual motivational devices.	1							1
13.	Present directions for carrying out an instructional activity.	6	2		1			2	11
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	9	1	1	1			4	16
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3		1				3	7
16.	Formulate a standard for student behavior.		1					2	3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2	1					1	4
18.	Identify/develop system for keeping records of class/individual student progress.	8	2	2					12
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							1	1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							3	3
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					1			1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		112	20	24	7	3	0	58	224

HOLMES COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.		1						1
8.	Identify long-range goals for subject area.								0
9.	Construct/sequence related short-range objectives.	2	1	1					4
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	7	3	4				4	18
11.	Select and sequence related learning activities.	4	2	2			1		9
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.	2		1			1		4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1							1
16.	Formulate a standard for student behavior.					1	2		3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1		1
18.	Identify/develop system for keeping records of class/individual student progress.	1		1					2
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		17	7	9	0	0	1	9	43

INDIAN RIVER COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1							1
3.	Comprehend and interpret a message after listening.	1							1
4.	Read, comprehend, and interpret professional material.	1							1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1						1	2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	5		1		1		2	9
8.	Identify long-range goals for subject area.							2	2
9.	Construct/sequence related short-range objectives.	2						1	3
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	8		3		2		11	24
11.	Select and sequence related learning activities.	12						4	16
12.	Establish rapport with student using verbal/visual motivational devices.	1						1	2
13.	Present directions for carrying out an instructional activity.	3				1		1	5
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.			1				1	2
16.	Formulate a standard for student behavior.							1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.								0
18.	Identify/develop system for keeping records of class/individual student progress.	2				1			3
19.	Counsel with students individually/collectively concerning academic needs.					1		1	2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					1			1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		37	0	5	0	7	0	27	76

JACKSON COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPT TONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1						1
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1						1
3.	Comprehend and interpret a message after listening.	1						1
4.	Read, comprehend, and interpret professional material.	1						1
5.	Add, subtract, multiply, and divide.	1						1
6.	Awareness of patterns of physical and social development in students.	1						1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	5					4	9
8.	Identify long-range goals for subject area.	7		1			1	9
9.	Construct/sequence related short-range objectives.	7	2	1		1	3	14
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	14					6	20
11.	Select and sequence related learning activities.	9	2	1		1	4	17
12.	Establish rapport with student using verbal/visual motivational devices.							0
13.	Present directions for carrying out an instructional activity.	4					1	5
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1					1	2
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	4					1	5
16.	Formulate a standard for student behavior.	1					1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1					1	2
18.	Identify/develop system for keeping records of class/individual student progress.	1	1				3	5
19.	Counsel with students individually/collectively concerning academic needs.	1				1		2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.	1						1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1					1	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	1						1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	1						1
TOTALS		65	5	3	0	1	27	103

JEFFERSON COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.		1				1		2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2	1						3
8.	Identify long-range goals for subject area.	4	1				1		6
9.	Construct/sequence related short-range objectives.	7	1				2		10
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	13	1	2			3		19
11.	Select and sequence related learning activities.	11	1	1			3		16
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.	3		1					4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2					1		3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16.	Formulate a standard for student behavior.						1		1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.								0
18.	Identify/develop system for keeping records of class/individual student progress.	3	1						4
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		45	7	4	0	0	0	12	68

LAFAYETTE COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.						1	1	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	6	1				1	8	
8.	Identify long-range goals for subject area.	1					1	2	
9.	Construct/sequence related short-range objectives.	2					1	3	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	6		1				7	
11.	Select and sequence related learning activities.	9	1				1	11	
12.	Establish rapport with student using verbal/visual motivational devices.	1						1	
13.	Present directions for carrying out an instructional activity.	1						1	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	3						3	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1	1				1	3	
16.	Formulate a standard for student behavior.						1	1	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	
18.	Identify/develop system for keeping records of class/individual student progress.	3					1	4	
19.	Counsel with students individually/collectively concerning academic needs.							0	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							0	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							0	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							0	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							0	
TOTALS		33	3	1	0	0	0	9	46

LAKE COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.					1			1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.	1							1
4.	Read, comprehend, and interpret professional material.	1							1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.						2		2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.		1				3		4
8.	Identify long-range goals for subject area.	2	3	1					6
9.	Construct/sequence related short-range objectives.		3	1			1		5
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	7	2				4		13
11.	Select and sequence related learning activities.	3	3	1		3	3		13
12.	Establish rapport with student using verbal/visual motivational devices.						3		3
13.	Present directions for carrying out an instructional activity.		1						1
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1							1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.						1		1
16.	Formulate a standard for student behavior.		1				1		2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						2		2
18.	Identify/develop system for keeping records of class/individual student progress.						1		1
19.	Counsel with students individually/collectively concerning academic needs.						1		1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						2		2
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						1		1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						1		1
TOTALS		15	14	3	0	3	1	26	62

LEE COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1	1			1		1	4
2.	Write in logical, understood style with appropriate grammar and sentence structure.							1	1
3.	Comprehend and interpret a message after listening.							1	1
4.	Read, comprehend, and interpret professional material.							1	1
5.	Add, subtract, multiply, and divide.							1	1
6.	Awareness of patterns of physical and social development in students.	1					2	2	5
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	8	1					1	10
8.	Identify long-range goals for subject area.	2						3	5
9.	Construct/sequence related short-range objectives.	8	2	5				3	18
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	23	14	5	1	1		3	47
11.	Select and sequence related learning activities.	15	12	7				4	38
12.	Establish rapport with student using verbal/visual motivational devices.	4	1					1	6
13.	Present directions for carrying out an instructional activity.	2			1			1	4
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1						1	2
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	2						1	3
16.	Formulate a standard for student behavior.		9					1	10
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.					1		2	3
18.	Identify/develop system for keeping records of class/individual student progress.	4	1			1		1	7
19.	Counsel with students individually/collectively concerning academic needs.		1			1		2	4
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.		1			1		1	3
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.		1					2	3
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.					1		1	2
TOTALS		71	43	18	2	7	2	36	179

LEON COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1	1	1					3
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	2					1	4
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	7			1	1	1	1	11
8.	Identify long-range goals for subject area.	4	1	3			2	1	11
9.	Construct/sequence related short-range objectives.	8	2	10			2	1	23
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	22		9	2	2	2	3	40
11.	Select and sequence related learning activities.	8	1	5		1		3	18
12.	Establish rapport with student using verbal/visual motivational devices.	2						1	3
13.	Present directions for carrying out an instructional activity.	6		3					9
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						1	1	2
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	4		3				3	10
16.	Formulate a standard for student behavior.	2						2	4
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2						3	5
18.	Identify/develop system for keeping records of class/individual student progress.	2						3	5
19.	Counsel with students individually/collectively concerning academic needs.	1		1					2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					1			1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		70	7	35	3	5	8	25	153

LEVY COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.						2	2	
2.	Write in logical, understood style with appropriate grammar and sentence structure.							0	
3.	Comprehend and interpret a message after listening.							0	
4.	Read, comprehend, and interpret professional material.							0	
5.	Add, subtract, multiply, and divide.							0	
6.	Awareness of patterns of physical and social development in students.							0	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.							0	
8.	Identify long-range goals for subject area.			1			1	2	
9.	Construct/sequence related short-range objectives.			1			1	2	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.						2	2	
11.	Select and sequence related learning activities.			1			2	3	
12.	Establish rapport with student using verbal/visual motivational devices.							0	
13.	Present directions for carrying out an instructional activity.						1	1	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						2	2	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.							0	
16.	Formulate a standard for student behavior.						1	1	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	
18.	Identify/develop system for keeping records of class/individual student progress.						1	1	
19.	Counsel with students individually/collectively concerning academic needs.							0	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							0	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						1	1	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							0	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							0	
TOTALS		0	0	3	0	0	0	15	18

LIBERTY COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.	1							1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.		2				1		3
8.	Identify long-range goals for subject area.		1	1					2
9.	Construct/sequence related short-range objectives.		2				1		3
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	2					1		3
11.	Select and sequence related learning activities.	1	1	1					3
12.	Establish rapport with student using verbal/visual motivational devices.	1							1
13.	Present directions for carrying out an instructional activity.								0
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1	1				1		3
16.	Formulate a standard for student behavior.						1	1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	1
18.	Identify/develop system for keeping records of class/individual student progress.								0
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		6	7	2	0	0	0	6	21

MADISON COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.						1	1	
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	2	2				1	5	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2	3				2	7	
8.	Identify long-range goals for subject area.	3	1					4	
9.	Construct/sequence related short-range objectives.	6	3	1				10	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	4	4	1		1	1	11	
11.	Select and sequence related learning activities.	7	2	1		1	1	12	
12.	Establish rapport with student using verbal/visual motivational devices.			1				1	
13.	Present directions for carrying out an instructional activity.		1	1				2	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1	2					3	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1	1					2	
16.	Formulate a standard for student behavior.							0	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.					1		1	
18.	Identify/develop system for keeping records of class/individual student progress.							0	
19.	Counsel with students individually/collectively concerning academic needs.							0	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							0	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							0	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							0	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							0	
TOTALS		26	19	5	0	1	2	6	59

MANATEE COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.					1	2	3	
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1	1	
3.	Comprehend and interpret a message after listening.						1	1	
4.	Read, comprehend, and interpret professional material.	1					2	3	
5.	Add, subtract, multiply, and divide.	1						1	
6.	Awareness of patterns of physical and social development in students.				1		3	4	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	14	1	5			2	22	
8.	Identify long-range goals for subject area.						1	1	
9.	Construct/sequence related short-range objectives.	12	1	6		2	1	22	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	16	1	4		1	3	25	
11.	Select and sequence related learning activities.	12	1	6	1	1	4	25	
12.	Establish rapport with student using verbal/visual motivational devices.						3	3	
13.	Present directions for carrying out an instructional activity.						1	1	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						2	2	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.						1	1	
16.	Formulate a standard for student behavior.						1	1	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	
18.	Identify/develop system for keeping records of class/individual student progress.						1	1	
19.	Counsel with students individually/collectively concerning academic needs.						1	1	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						3	3	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						2	2	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1	1	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						3	3	
TOTALS		56	4	21	2	4	1	40	128

MARION COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1	1	1
3.	Comprehend and interpret a message after listening.						1	1	1
4.	Read, comprehend, and interpret professional material.						2	2	2
5.	Add, subtract, multiply, and divide.	1						1	1
6.	Awareness of patterns of physical and social development in students.	1					1	2	2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	4	2					6	6
8.	Identify long-range goals for subject area.						4	4	4
9.	Construct/sequence related short-range objectives.	2	3			1	3	9	9
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	8	2		2	2	5	19	19
11.	Select and sequence related learning activities.	2	1					3	3
12.	Establish rapport with student using verbal/visual motivational devices.						2	2	2
13.	Present directions for carrying out an instructional activity.						0	0	0
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1						1	1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	2					1	3	3
16.	Formulate a standard for student behavior.						3	3	3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						3	3	3
18.	Identify/develop system for keeping records of class/individual student progress.				1		2	3	3
19.	Counsel with students individually/collectively concerning academic needs.					1		1	1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						2	2	2
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						1	1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1	1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						1	1	1
TOTALS		21	8	0	3	4	0	33	69

MARTIN COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPT IONAL EDUCATION	VOCATION AL EDUCATION	ADULT EDUCATION	INSTRUC TIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.			1					1
2.	Write in logical, understood style with appropriate grammar and sentence structure.			1					1
3.	Comorend and interpret a message after listening.			1					1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.						1		1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2	1		2				5
8.	Identify long-range goals for subject area.	1	1	1				2	5
9.	Construct/sequence related short-range objectives.	3	1	1	2			2	9
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	4	4		3			5	16
11.	Select and sequence related learning activities.	4	2	1	1		1	2	11
12.	Establish rapport with student using verbal/visual motivational devices.				2				2
13.	Present directions for carrying out an instructional activity.	2		1					3
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1			1			1	3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.				2			2	4
16.	Formulate a standard for student behavior.		1					1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1					2	3
18.	Identify/develop system for keeping records of class/individual student progress.	1						1	2
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.				1			1	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		18	11	4	17	0	1	20	71

MONROE COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1							1
3.	Comprehend and interpret a message after listening.						1		1
4.	Read, comprehend, and interpret professional material.						1		1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	3					1		4
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	6					4		10
8.	Identify long-range goals for subject area.	1		1			1		3
9.	Construct/sequence related short-range objectives.	1				1	2		4
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	6		1			6		13
11.	Select and sequence related learning activities.	11				1	7		19
12.	Establish rapport with student using verbal/visual motivational devices.	3					1		4
13.	Present directions for carrying out an instructional activity.	4				1	1		6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2					1		3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1							1
16.	Formulate a standard for student behavior.						2		2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	2					2		4
18.	Identify/develop system for keeping records of class/individual student progress.	1					1		2
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		42	0	2	0	2	1	31	78

NASSAU COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.			1			1		2
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1		1
3.	Comprehend and interpret a message after listening.						1		1
4.	Read, comprehend, and interpret professional material.						1		1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3	1						4
8.	Identify long-range goals for subject area.	1		2					3
9.	Construct/sequence related short-range objectives.	2	2	2		1		2	9
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	3	1	3		3		4	14
11.	Select and sequence related learning activities.	4	2	1		1		3	11
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.	2		1					3
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	3	1						4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1	1				3		5
16.	Formulate a standard for student behavior.						1		1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1		1
18.	Identify/develop system for keeping records of class/individual student progress.	1		1			1		3
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		20	8	11	0	5	0	19	63

OKALOOSA COUNTY

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.	2					2	4	
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1					2	3	
3.	Comprehend and interpret a message after listening.	2					2	4	
4.	Read, comprehend, and interpret professional material.	1						1	
5.	Add, subtract, multiply, and divide.							0	
6.	Awareness of patterns of physical and social development in students.	2					1	3	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	4					2	6	
8.	Identify long-range goals for subject area.	4	2					6	
9.	Construct/sequence related short-range objectives.	7	2				3	12	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	2				4	17	
11.	Select and sequence related learning activities.	8	2				5	15	
12.	Establish rapport with student using verbal/visual motivational devices.						1	1	
13.	Present directions for carrying out an instructional activity.	5					3	8	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2						2	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3	2				2	7	
16.	Formulate a standard for student behavior.	3					1	4	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	
18.	Identify/develop system for keeping records of class/individual student progress.							0	
19.	Counsel with students individually/collectively concerning academic needs.	1					1	2	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.	2					1	3	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1					2	3	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	1					1	2	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	1					1	2	
TOTALS		61	0	10	0	0	0	35	106

OKEECHOBEE COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTION SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1							1
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1						1	2
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1						2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3	2					1	6
8.	Identify long-range goals for subject area.	6	1						7
9.	Construct/sequence related short-range objectives.	13	2	1				3	19
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	17	5	4	1	2		8	37
11.	Select and sequence related learning activities.	9	3		1	1		2	16
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.	1				1		1	3
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1	1					1	3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1							1
16.	Formulate a standard for student behavior.		2					2	4
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		2					2	4
18.	Identify/develop system for keeping records of class/individual student progress.	3							3
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							1	1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					1			1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		57	19	5	2	6	0	22	111

ORANGE COUNTY

COMPONENTS

ORANGE COUNTY		COMPONENTS							TOTALS
NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.	1				1	1	8	11
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1						4	5
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	8	8	1				1	18
8.	Identify long-range goals for subject area.	4	1	2			1		8
9.	Construct/sequence related short-range objectives.	8	1	4					13
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	59	7	5	1	4	1	14	91
11.	Select and sequence related learning activities.	31	4	3		2		6	46
12.	Establish rapport with student using verbal/visual motivational devices.	5						3	8
13.	Present directions for carrying out an instructional activity.	14	5					3	22
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	5	3		1			2	11
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3				1		3	7
16.	Formulate a standard for student behavior.	1	1					2	4
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1	2						3
18.	Identify/develop system for keeping records of class/individual student progress.	4	1						5
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		145	33	15	2	9	3	46	253

OSCEOLA COUNTY

128

OSCEOLA COUNTY

COMPONENTS

NO. COMPETENCIES

	BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1. Orally communicate information on a given topic in a coherent and logical manner.	1							1
2. Write in logical, understood style with appropriate grammar and sentence structure.							1	1
3. Comprehend and interpret a message after listening.							2	2
4. Read, comprehend, and interpret professional material.							1	1
5. Add, subtract, multiply, and divide.								0
6. Awareness of patterns of physical and social development in students.				1			1	2
7. Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	7	2					2	11
8. Identify long-range goals for subject area.	2		1				1	4
9. Construct/sequence related short-range objectives.	7	2	1		1		2	13
10. Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	42	6	2	2	6	1	10	69
11. Select and sequence related learning activities.	20	1	4	1	1		5	32
12. Establish rapport with student using verbal/visual motivational devices.				1			5	6
13. Present directions for carrying out an instructional activity.	6						1	7
14. Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.		1					3	4
15. Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16. Formulate a standard for student behavior.		1			1		2	4
17. Identify causes of classroom misbehavior and employ techniques for correcting it.		1			3		8	12
18. Identify/develop system for keeping records of class/individual student progress.	6						5	11
19. Counsel with students individually/collectively concerning academic needs.					2		2	4
20. Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					1			1
21. Demonstrate instructional/social skills which assist students in developing positive self-concept.					1			1
22. Demonstrate instructional/social skills which assist students in interacting constructively with their peers.					2			2
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS	91	14	8	5	18	1	51	188

PALM BEACH COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATIONAL	VOCATIONAL EDUCATIONAL	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.							1	1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	5						3	8
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9						1	10
8.	Identify long-range goals for subject area.	4						4	8
9.	Construct/sequence related short-range objectives.	4							4
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11						2	13
11.	Select and sequence related learning activities.	4						4	8
12.	Establish rapport with student using verbal/visual motivational devices.	1							1
13.	Present directions for carrying out an instructional activity.	5						3	8
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	6							6
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	7						2	9
16.	Formulate a standard for student behavior.	3							3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.								0
18.	Identify/develop system for keeping records of class/individual student progress.	4							4
19.	Counsel with students individually/collectively concerning academic needs.	2							2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.							1	1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	4						1	5
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	2							2
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		71	0	0	0	0	0	22	93

PASCO COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1				1			2
2.	Write in logical, understood style with appropriate grammar and sentence structure.	5							5
3.	Comprehend and interpret a message after listening.	1							1
4.	Read, comprehend, and interpret professional material.	1							1
5.	Add, subtract, multiply, and divide.	1							1
6.	Awareness of patterns of physical and social development in students.		1			1		1	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	8	1					1	10
8.	Identify long-range goals for subject area.	5	2	1				1	9
9.	Construct/sequence related short-range objectives.	8	4		1			3	16
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	34	3	1	1	6		1	46
11.	Select and sequence related learning activities.	16	5			1		3	25
12.	Establish rapport with student using verbal/visual motivational devices.	1				2		1	4
13.	Present directions for carrying out an instructional activity.	5						2	7
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	3							3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3							3
16.	Formulate a standard for student behavior.		1			2			3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1			2		3	6
18.	Identify/develop system for keeping records of class/individual student progress.	2						1	3
19.	Counsel with students individually/collectively concerning academic needs.		1			1			2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.					1			1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		94	19	2	2	17	0	17	151

PINELLAS COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.					1			1
2.	Write in logical, understood style with appropriate grammar and sentence structure.	2							2
3.	Comprehend and interpret a message after listening.					1			1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.							3	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	11	10	1		1		1	24
8.	Identify long-range goals for subject area.	1	5				1	2	9
9.	Construct/sequence related short-range objectives.	7	5	4			1	3	20
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	34	7	4		2		7	54
11.	Select and sequence related learning activities.	24	7	5		2	1	4	43
12.	Establish rapport with student using verbal/visual motivational devices.	1		4					5
13.	Present directions for carrying out an instructional activity.	15	1	3		1		4	24
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4	1	2			1	2	10
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3	1					1	5
16.	Formulate a standard for student behavior.	1	2					3	6
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1					3	4
18.	Identify/develop system for keeping records of class/individual student progress.	2		1				1	4
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					2			2
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.					1		2	3
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		105	40	24	0	12	4	37	222

POLK COUNTY

132

POLK COUNTY		COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
NO.	COMPETENCIES								
1.	Orally communicate information on a given topic in a coherent and logical manner.	2	1				1	5	9
2.	Write in logical, understood style with appropriate grammar and sentence structure.							2	2
3.	Comprehend and interpret a message after listening.	1	1					2	4
4.	Read, comprehend, and interpret professional material.						1		1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	3					2	6
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	11	4			1		3	19
8.	Identify long-range goals for subject area.	7	1	2			1		11
9.	Construct/sequence related short-range objectives.	13	4	3				6	26
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	38	3	8		2	1	11	63
11.	Select and sequence related learning activities.	20		3		1		5	29
12.	Establish rapport with student using verbal/visual motivational devices.							5	5
13.	Present directions for carrying out an instructional activity.	4				1		2	7
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2							2
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5						4	9
16.	Formulate a standard for student behavior.	6						8	14
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1	1					16	18
18.	Identify/develop system for keeping records of class/individual student progress.	1	2					1	4
19.	Counsel with students individually/collectively concerning academic needs.					1		1	2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.	1							1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1				1		5	7
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		114	20	16	0	7	4	78	239

PUTNAM COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.		1						1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1					1	3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	3					2	14
8.	Identify long-range goals for subject area.	4	2					5	11
9.	Construct/sequence related short-range objectives.	6	2	1				3	12
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	3	3		1		3	21
11.	Select and sequence related learning activities.	12	2	2	1			4	21
12.	Establish rapport with student using verbal/visual motivational devices.	1	1					1	3
13.	Present directions for carrying out an instructional activity.	9	1	1				1	12
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4	2					1	7
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5	3					2	10
16.	Formulate a standard for student behavior.		1					1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1					1	2
18.	Identify/develop system for keeping records of class/individual student progress.		3					1	2
19.	Counsel with students individually/collectively concerning academic needs.		1						1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.		1						1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							2	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							3	3
TOTALS		62	10	24	2	1	0	33	132

ST. JOHNS COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.			1					1
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1	1				1		3
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	3				2		14
8.	Identify long-range goals for subject area.	4		2			5		11
9.	Construct/sequence related short-range objectives.	6		2	1		3		12
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	3	3		1	3		21
11.	Select and sequence related learning activities.	12	2	2	1		4		21
12.	Establish rapport with student using verbal/visual motivational devices.	1		1			1		3
13.	Present directions for carrying out an instructional activity.	9	1	1			1		12
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4		2			1		7
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5		3			2		10
16.	Formulate a standard for student behavior.			1			1		2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.			1			1		2
18.	Identify/develop system for keeping records of class/individual student progress.			3			3		6
19.	Counsel with students individually/collectively concerning academic needs.			1					1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.			1					1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						2		2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						3		3
TOTALS		62	10	24	2	1	0	33	132

ST. LUCIE COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPT IOWAL	EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.							1	1
2.	Write in logical, understood style with appropriate grammar and sentence structure.							2	2
3.	Comprehend and interpret a message after listening.							1	1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.							2	2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	8	2					2	12
8.	Identify long-range goals for subject area.	2	2	2			1	1	8
9.	Construct/sequence related short-range objectives.	6	1	2			2	3	14
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	16	4	1		2		8	31
11.	Select and sequence related learning activities.	4	4	2		1	1	5	17
12.	Establish rapport with student using verbal/visual motivational devices.	1						2	3
13.	Present directions for carrying out an instructional activity.	3				1		2	6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2		1			1		4
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	2						1	3
16.	Formulate a standard for student behavior.		1					2	3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1					2	3
18.	Identify/develop system for keeping records of class/individual student progress.	4		1		1	1		7
19.	Counsel with students individually/collectively concerning academic needs.					1			1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.					1			1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1				1		2	4
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		49	15	9	0	8	6	37	124

SANTA ROSA COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	ILLICITATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.							1	1
3.	Comprehend and interpret a message after listening.							1	1
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	2							2
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2	2				1	3	8
8.	Identify long-range goals for subject area.						1	1	2
9.	Construct/sequence related short-range objectives.	7		1			1	2	11
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	8	2	2				1	13
11.	Select and sequence related learning activities.	6	1	1				2	10
12.	Establish rapport with student using verbal/visual motivational devices.							1	1
13.	Present directions for carrying out an instructional activity.	3	1					2	6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	2		1					3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	1		1					2
16.	Formulate a standard for student behavior.							2	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							2	2
18.	Identify/develop system for keeping records of class/individual student progress.	2						2	4
19.	Counsel with students individually/collectively concerning academic needs.	1				1			2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.					1		2	3
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							1	1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							2	2
TOTALS		34	6	6	0	2	3	25	76

SARASOTA COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.					1	2	3	
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1	1	
3.	Comprehend and interpret a message after listening.						1	1	
4.	Read, comprehend, and interpret professional material.	1					2	3	
5.	Add, subtract, multiply, and divide.	1						1	
6.	Awareness of patterns of physical and social development in students.				1		3	4	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	14	1	5			2	22	
8.	Identify long-range goals for subject area.						1	1	
9.	Construct/sequence related short-range objectives.	12	1	6		2	1	22	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	16	1	4		1	3	25	
11.	Select and sequence related learning activities.	12	1	6	1	1	4	25	
12.	Establish rapport with student using verbal/visual motivational devices.						3	3	
13.	Present directions for carrying out an instructional activity.						1	1	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						2	2	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.						1	1	
16.	Formulate a standard for student behavior.						1	1	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	
18.	Identify/develop system for keeping records of class/individual student progress.						1	1	
19.	Counsel with students individually/collectively concerning academic needs.						1	1	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						3	3	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						2	2	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1	1	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						3	3	
TOTALS		56	4	21	2	4	1	40	128

SEMINOLE COUNTY

COMPONENTS

SEMINOLE COUNTY		COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
NO.	COMPETENCIES								
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.							1	1
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.	1							1
6.	Awareness of patterns of physical and social development in students.	3	1					1	5
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	11	4			1		3	19
8.	Identify long-range goals for subject area.	1	1					1	3
9.	Construct/sequence related short-range objectives.	10	5	3				2	20
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	32	5	5		1		10	53
11.	Select and sequence related learning activities.	19	5	4				2	30
12.	Establish rapport with student using verbal/visual motivational devices.	4						3	7
13.	Present directions for carrying out an instructional activity.	7		3					10
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	3	2	2				2	9
16.	Formulate a standard for student behavior.		1			1		1	3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1			1		3	5
18.	Identify/develop system for keeping records of class/individual student progress.	5	2					1	8
19.	Counsel with students individually/collectively concerning academic needs.	2	1						3
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.		1					3	4
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.							2	2
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							1	1
TOTALS		98	29	17	0	4	0	36	184

SUMTER COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1					1		2
2.	Write in logical, understood style with appropriate grammar and sentence structure.						1		1
3.	Comprehend and interpret a message after listening.	1					1		2
4.	Read, comprehend, and interpret professional material.						1		1
5.	Add, subtract, multiply, and divide.						2		2
6.	Awareness of patterns of physical and social development in students.	1	1			1	1		4
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	3	1			1	1		6
8.	Identify long-range goals for subject area.		1				2		3
9.	Construct/sequence related short-range objectives.	1	2	1			2		6
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	6	2	1		2	2		13
11.	Select and sequence related learning activities.	4	1	1			2		8
12.	Establish rapport with student using verbal/visual motivational devices.	1					2		3
13.	Present directions for carrying out an instructional activity.	3		1		1	1		6
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.						2		2
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	2		1			2		5
16.	Formulate a standard for student behavior.	1	1				1		3
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.	1	1				3		5
18.	Identify/develop system for keeping records of class/individual student progress.	4		1			1		6
19.	Counsel with students individually/collectively concerning academic needs.					1	1		2
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.						1		1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.						1		1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.						1		1
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.						1		1
TOTALS		29	10	6	0	6	0	33	84

SUWANNEE COUNTY

NO.	COMPETENCIES	COMPONENTS							TOTALS
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	1							1
8.	Identify long-range goals for subject area.	1							1
9.	Construct/sequence related short-range objectives.	2							2
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	9					2		11
11.	Select and sequence related learning activities.	8							8
12.	Establish rapport with student using verbal/visual motivational devices.	2							2
13.	Present directions for carrying out an instructional activity.	2							2
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1							1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16.	Formulate a standard for student behavior.						2		2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						4		4
18.	Identify/develop system for keeping records of class/individual student progress.	1					1		2
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		27	0	0	0	0	0	9	36

TAYLOR COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPT IONAL EDUCATION	VOCATION AL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1							1
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.						1		1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	1	1				1		3
8.	Identify long-range goals for subject area.	1	1						2
9.	Construct/sequence related short-range objectives.	4	2						6
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	3	2				1		6
11.	Select and sequence related learning activities.	3	2						5
12.	Establish rapport with student using verbal/visual motivational devices.						1		1
13.	Present directions for carrying out an instructional activity.		1						1
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.		1						1
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.								0
16.	Formulate a standard for student behavior.								0
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.		1						1
18.	Identify/develop system for keeping records of class/individual student progress.		1						1
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.		1						1
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		13	13	0	0	0	0	4	30

UNION COUNTY

COMPONENTS

NO.	COMPETENCIES	COMPONENTS								T O T A L S
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL		
1.	Orally communicate information on a given topic in a coherent and logical manner.			1					1	
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0	
3.	Comprehend and interpret a message after listening.								0	
4.	Read, comprehend, and interpret professional material.								0	
5.	Add, subtract, multiply, and divide.								0	
6.	Awareness of patterns of physical and social development in students.	1	1					1	3	
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	9	3					2	14	
8.	Identify long-range goals for subject area.	4		2				5	11	
9.	Construct/sequence related short-range objectives.	6		2	1			3	12	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	11	3	3		1		3	21	
11.	Select and sequence related learning activities.	12	2	2	1			4	21	
12.	Establish rapport with student using verbal/visual motivational devices.	1		1				1	3	
13.	Present directions for carrying out an instructional activity.	9	1	1				1	12	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	4		2				1	7	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	5		3				2	10	
16.	Formulate a standard for student behavior.			1				1	2	
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.			1				1	2	
18.	Identify/develop system for keeping records of class/individual student progress.			3				1	2	
19.	Counsel with students individually/collectively concerning academic needs.			1					1	
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.			1					1	
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							2	2	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.							3	3	
T O T A L S		62	10	24	2	1	0	33	132	

VOLUSIA COUNTY

COMPONENTS

NO.	COMPETENCIES	BASIC PROGRAMS	EXCEPTONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	2							2
2.	Write in logical, understood style with appropriate grammar and sentence structure.	5							5
3.	Comprehend and interpret a message after listening.	1				1			2
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	4	4						8
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	7	7					3	17
8.	Identify long-range goals for subject area.	11		1		1		3	16
9.	Construct/sequence related short-range objectives.	13	4	1		3		6	27
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	31	5	9		7		10	62
11.	Select and sequence related learning activities.	23	6	1		5		8	43
12.	Establish rapport with student using verbal/visual motivational devices.	5				1			6
13.	Present directions for carrying out an instructional activity.	11		3		1		6	21
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1	1					1	3
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.	10	2					2	14
16.	Formulate a standard for student behavior.					1		1	2
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.					1		3	4
18.	Identify/develop system for keeping records of class/individual student progress.	6	1	2				2	11
19.	Counsel with students individually/collectively concerning academic needs.	1				2		3	6
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.		1						1
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	3	1					2	6
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	1						2	3
TOTALS		135	32	17	0	23	0	52	259

WAKULLA COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.								0
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.							1	1
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	2	1					1	4
8.	Identify long-range goals for subject area.	1	1		1			1	4
9.	Construct/sequence related short-range objectives.	2	1		1			1	5
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	8	1	1			1	2	13
11.	Select and sequence related learning activities.	4	1	1	1			2	9
12.	Establish rapport with student using verbal/visual motivational devices.								0
13.	Present directions for carrying out an instructional activity.							1	1
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.							1	1
16.	Formulate a standard for student behavior.							1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							1	1
18.	Identify/develop system for keeping records of class/individual student progress.								0
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.								0
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		17	5	2	3	0	1	12	40

WALTON COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPT TOWAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.								0
2.	Write in logical, understood style with appropriate grammar and sentence structure.	1							1
3.	Comprehend and interpret a message after listening.								0
4.	Read, comprehend, and interpret professional material.								0
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.	1							1
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	5	1	1			1	2	10
8.	Identify long-range goals for subject area.						1	1	2
9.	Construct/sequence related short-range objectives.	11	1	1		2	1	1	17
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	12	1	1		4	1	6	25
11.	Select and sequence related learning activities.	17	1	1		2		3	24
12.	Establish rapport with student using verbal/visual motivational devices.	3		1					4
13.	Present directions for carrying out an instructional activity.								0
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.								0
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.							3	3
16.	Formulate a standard for student behavior.							1	1
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.							2	2
18.	Identify/develop system for keeping records of class/individual student progress.							4	4
19.	Counsel with students individually/collectively concerning academic needs.								1
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.							2	2
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.								0
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.								0
TOTALS		50	4	5	0	8	4	25	97

WASHINGTON COUNTY

NO.	COMPETENCIES	COMPONENTS							
		BASIC PROGRAMS	EXCEPTIONAL EDUCATION	VOCATIONAL EDUCATION	ADULT EDUCATION	INSTRUCTIONAL SUPPORT	GENERAL SUPPORT (ADMINISTRATORS)	GENERAL	TOTALS
1.	Orally communicate information on a given topic in a coherent and logical manner.	1					1	2	
2.	Write in logical, understood style with appropriate grammar and sentence structure.						2	2	
3.	Comprehend and interpret a message after listening.	1					2	3	
4.	Read, comprehend, and interpret professional material.	1					1	2	
5.	Add, subtract, multiply, and divide.								0
6.	Awareness of patterns of physical and social development in students.								0
7.	Diagnose entry knowledge of students for instructional objectives using diagnostic tests, teacher observations, and student records.	4					3	7	
8.	Identify long-range goals for subject area.	2					2	4	
9.	Construct/sequence related short-range objectives.	6	1				4	11	
10.	Select, adapt, and develop instructional materials for set of instructional objectives and student learning needs.	8	1	1		1	3	14	
11.	Select and sequence related learning activities.	7	1	1			2	11	
12.	Establish rapport with student using verbal/visual motivational devices.						2	2	
13.	Present directions for carrying out an instructional activity.	6	1				2	9	
14.	Construct/assemble a classroom test to measure student performance according to criteria based upon objectives.	1						1	
15.	Establish a set of classroom routines and procedures for utilization of materials and physical movement.						1	1	
16.	Formulate a standard for student behavior.								0
17.	Identify causes of classroom misbehavior and employ techniques for correcting it.						1	1	
18.	Identify/develop system for keeping records of class/individual student progress.						1	1	
19.	Counsel with students individually/collectively concerning academic needs.								0
20.	Identify/demonstrate behaviors which reflect feeling for dignity/worth of other people from all groups.								0
21.	Demonstrate instructional/social skills which assist students in developing positive self-concept.	1						1	
22.	Demonstrate instructional/social skills which assist students in interacting constructively with their peers.	1					1	2	
23.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	1					1	2	
TOTALS		40	4	2	0	1	0	29	76

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BIOGRAPHICAL SKETCH

A native of West Virginia, Mildred Marie Mizell is the daughter of John A. Millsap and the late Nanilou Beavers Millsap. She graduated from high school in West Virginia and moved to Florida immediately after graduation.

She began her career in the field of education as a school secretary at Wildwood High School, Sumter County Florida, in 1951. She received her Bachelor of Science degree from Florida State University while she was employed as a secretary. She taught business education at Wildwood High School for 11 years. Her Master of Arts degree was earned at the University of South Florida in Tampa.

In 1968, she accepted a supervisory position on the district staff of the Sumter County school system and has continued at the district level where she was appointed Director of Instruction in 1972.

Her professional memberships include the Sumter County Administrators Association, Florida and National Association of Local Administrators, Florida and American Vocational Association, Florida and American Association of Teachers Education. She is also a member of Delta Kappa Gamma and Alpha Delta Kappa sororities.

She has been appointed and is serving on the following councils, boards, or committees in the educational area: Board of Trustees, Lake-Sumter Community College, Vocational Personnel Development State Council, State Staff Development Committee, State Vocational Needs Assessment Committee, and the Lake-Sumter Coordinating Council.

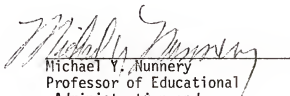
Mildred Mizell and her husband, Harvey, of Sumter County, Florida, have one son, Neil.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



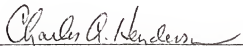
James W. Longstrech, Chairman
Associate Professor of
Educational Administration
and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



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Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



Charles A. Henderson
Associate Professor of Subject
Specialization Teacher
Education

This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

Dean, Graduate School